

Step into Quality

Key Stage One

Sharing Good Practice

2022-2023



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Thank you and congratulations to all of the schools who have taken part in the programme this year.

- **Burnley St. Peter's C. of E. Primary School**
- **Burscough Village Primary School**
- **Padiham Green Church of England Primary School**
- **St. John the Baptist RC Primary School, Padiham**
- **St. Paul's Church of England Primary School, Oswaldtwistle**
- **St. Stephen's Church of England Primary School, Burnley**

A case study of effective practice from Burnley St. Peter's C. of E. Primary School

What were your key areas for improvement?

- Indoor learning environment
- Outdoor learning environment
- Communication with parents

What did you change?

We sent out the parental questionnaire after the first 'Step into Year 1' session which addressed the key areas for improvement. We received a small number of responses however from those we were still able to identify priorities from the information that we received. Additionally we did a walkthrough of the indoor and outdoor environment to identify areas to address as well as speaking to and observing the children in Year 1.

Indoor Learning Environment

Despite the space inside the year 1 classroom, it had a large formal layout, with areas for free choice limited and in need of attention. Some areas were stimulating and well-resourced whereas other areas lacked quality resources and were not organised and clearly labelled for the children. Within Yellow class (Year 1) we had a role play area, reading, science, geography, water, maths and a creative station. However, the majority of the week was spent in whole class teaching and directed group activities. When we observed the children using the areas they enjoyed using the resources however tidying up and using the resources purposefully and carefully was an issue.

From this, we made a conscious effort to de-clutter and tidy up the areas making sure that the areas were labelled and stimulating for the children. In the science area, we created opportunities for investigating, comparing, measuring and classifying. We added reference books to areas and also invested in some new resources including a natural's basket, sensory items and additional measuring tubes and cylinders.

We created a writing area with a variety of paper of different sizes and different pens/pencils to stimulate interest. In addition to this, we created a WOW wall to display the children's work.

In the creative station, we revamped the resources so that they included various construction kits for skill development and challenge.

To address the issue incorrect use of areas, we developed a reward scheme for following instructions in provision. It was great to see that the children were much more engaged in meaningful, independent activities. They were able to demonstrate all of our 'Learning Powers' - resilience, resourcefulness, reflectiveness and reciprocity and were eager to be the 'Star boy' or 'Star girl' in choosing time.

Outdoor Learning Environment

There was a large space shared with Reception class which had a range of well-organised, accessible resources to support learning as well as physical development. Despite the area being accessible it wasn't being used at all by Year 1.

After listening to the children, it was clear that they wanted to use the outdoor area and pupil voice also informed us that a music area as well a mud kitchen were the top areas on their list!

Initially, we sat down with the Reception teacher to discuss which area Year 1 could potentially use and how this would work during different times in the day. From this discussion, I could map out a time and a rota for the children and adults to use part of the outdoor area for their morning maths lesson. Ideally, we wanted to have different areas such as writing, construction, music, living things etc., however the area is evolving and the process is ongoing.

The natural's basket which was created inside the classroom was perfect to use in outdoor provision as it could be easily carried. To develop this we sent out a letter to parents to donate any unwanted resources from home e.g.

pinecones, corks, sticks, feathers, pebbles etc. Adults and children in Year 1 were also involved in collecting these resources.

We managed to acquire a wooden pallet for the music area and Reception class kindly donated musical instruments for the children to use. We are waiting for the pallet to be attached to the fence and for the time being the children use the box of instruments during reward time.

We have also developed the resources to support exploration and mathematical development in the mud kitchen space. The caretaker at the school drilled new hooks into the station and the area now has a selection of graded containers, pans and utensils for the children to explore. To save time, tarpaulin was ordered to cover the mud kitchen rather than moving the resources. For the time being, we are looking at acquiring a large planter for Year 1 to use in the Summer in a different area but apart from that we will not be making any further changes but it has inspired us for change for the future!

The time spent outside has had a huge impact on enthusiasm and confidence of the children. The time-keeping has proven difficult in certain weeks but the progress is clear to see.

Communication with parents

We have always aimed to develop positive relationships with parents but initially starting in Year 1 technical difficulties meant a lack of communication between myself and them. Despite this, it was lovely to read the many positive comments from the questionnaires. It was noticeable that one of the school's strengths was that communication on the whole was good from all staff and that parents are involved in their child's learning.

As mentioned above, initially there was confusion and difficulty logging in to Teams and parents also brought this to our attention during a 'Tea and Talk' meeting later in the year. As a result of these findings, Ping was used instead as the main form of communication and the format allows me to view which parents have and have not received messages/newsletters.

Parent's afternoon was a chance to discuss other areas to develop and a telephone option was available for parents that struggled at certain times in the day. One of the key findings was homework and struggling to use technology at home for various reasons (iPad/tablet crashing, expensive, log in problems). It was suggested by many parents that they would prefer paper homework so that they could sit down with their child to complete this together. As a result, Year 1 now have 3 tablets in class for children to complete homework, paper copies of homework are sent out on a weekly basis for spellings and literacy and log ins have been stapled into the back of home reading records. Staff are also readily available to talk to parents at the door both in the morning and the afternoon.

At the end of Spring term, we sent a letter to Year 1 parents via Ping, giving an update on our 'Step into Year 1' journey which highlighted some of our changes that we made and future priorities.

What impact did this make?

Our 'Step into Year 1' journey has made a huge impact on the children's learning in many ways.

Our indoor environments are now inviting, organised and stimulating and the children have thoroughly enjoyed being part of this process. They have taken ownership and thrive to look after their new resources and keep the areas looking fantastic. There are clear, organised areas which are used appropriately. Children can initiate their own learning.

We now use the outdoor area for maths and have developed two areas with the potential for a third. The whole team has helped to develop this which has helped to strengthen the bond not only in school but with parents as well.

The most important change has been the impact on the children and their journey. They are more engaged and enthused by their learning. They can explore further, they are involved and their contributions are valued. Most importantly they have fun whilst they learn.



Parent questionnaire (example)		
Questions	Answers	How could it be improved?
1. How do you feel your child has settled into Year One and what information did you receive prior to the transition from Reception?	Amree has settled in really nicely to year 1. We received an information pack / letter which was helpful.	Nothing to be improved.
2. What opportunities have you had to get to know staff in Year One?	We haven't been able to meet the staff due to work.	Maybe offer at a time that is better?
3. How are you involved in your child's learning in Year One?	We read her book daily, we help with homework as well as checking School.	Always improving
4. What aspects of learning in Year One does your child enjoy and why?	She loves every time we ask Amree which is everyday she says she can't remember.	Amree needs to remember what has been learned.
5. What opportunities are you aware of that encourage your child to learn outdoors?	When we go to the park or in town we ask about animals + spellings.	Always improving

A case study of effective practice from Burscough Village Primary School

What were your key areas for improvement?

Routines:

Timetabling in Year 1 has always been an issue that hasn't been resolved. We found it very difficult to teach high quality Phonics, English and Maths every morning that met the needs of each individual learner. We felt as though we had a "conveyor belt" of children with our TA also working with a group, meaning that provision was not meaningful, and children were not challenged because learning was not modelled. Structured assemblies and playtimes meant that children could not fully explore their ideas and extend their learning in provision areas as they were always limited to a 20 minute visit.

Transitions:

When I started teaching at this school, there was little provision in Year 1. I created areas with limited resources but never felt it was meeting needs or challenging children. Last year, we invested in new furniture and natural resources and created a beautiful Year 1 indoor environment. At this point, children only had two days of transition at the end of the summer term and were not consulted when planning classroom areas. Parents did not meet the new teacher until 'Come Learn with Me' sessions in October and this created parental anxiety. There was no provision in the summer term of Year 1 in order to prepare children for Year 2. I felt this was too early and children still needed this.

Outdoor Provision and Area:

We were fortunate enough to already have an outdoor area that was joined to our classroom. However, it was not well resourced and the layout made it difficult to design provision areas. We did not feel confident in how to teach an outdoor curriculum to a high standard that would be an extension of the Reception outdoor area.

Relationship with Parents:

We felt we have always had a good relationship with parents and are always available to talk both in the mornings and after school. However, parents were not involved in the transition process, or in planning the learning as co-educators and we didn't explain transitions or new routines until a welcome newsletter was sent at the start of the term. We did not have face to face meetings until the 'Come Learn with Me' session in October.

What did you change?

Routines:

We started with the timetable. We took out all assemblies apart from our Friday Good Work assembly. Structured break times were also removed, and children had access to the outdoor environment at all times of the day. Previously we would stop to eat toast/snack, but we replaced this with a 'Snack and Chat' area which the children could visit throughout the day when ready. As it was difficult to teach high quality Phonics, English and Maths each morning, we now rotate English and Maths each day, spending a whole morning teaching English one day then a whole morning teaching maths the next. We still ensure key skills are taught and applied each day through grammar warmups on maths days and 'Five a Day' for key maths skills on English days. We realised that we could still cover all curriculum areas by enhancing provision areas and we introduced 'Challenge Time' where children collected stars for different challenges that had to be completed by the end of the week. There is opportunity for children to share their learning through displaying of work, photographing for Twitter or work being added to curriculum books as additional evidence. Floor books were introduced from September 2023 in all foundation subjects to improve teaching and learning. This is being monitored during the Autumn Term.

Transitions:

After our initial self-evaluation, we met with SLT and took a whole-school approach to changing our transition policy. We met with staff and set out our new plan. Instead of a two-day transition period at the end of the summer term, we now have a term of transition across school, beginning after the Easter holidays. This starts with new staff visiting children in their familiar setting (current classroom) to get to know them and to shadow the class teacher. This took place on one afternoon per week during summer term one. In summer term two, the children visited their new classroom with their new teachers who had been told, much earlier than previously, which year group they would be teaching. Prior to these visits, all children completed an 'All About Me' appropriate to their

Key Stage. This was completed at home and parents were involved. These were shared during the first session to enable new staff to get to know their children. Another activity was that all children across school had a say in the design of an area of their new classroom. This was set up before the end of term and became a familiar space for the children when they returned in September. We also held a Meet the Teacher evening at the beginning of summer 2 in the classrooms where routines and structures for the year group were shared. Parents also had an opportunity to ask questions and share any worries or concerns which were then addressed by the team. The new Year 1 children designed an area of the classroom that resembled their favourite EYFS area in order to provide a familiar space for September. All year groups designed a certain area such as the Reading Corner in KS2. In certain year groups, classrooms were re-located to enable Year 2 to have a bigger space so that we could include some areas of provision that built upon Year 1. The transition from Year 1 to Year 2 has always been very difficult, regardless of the cohort. Year 2 now has writing, spelling, maths, enquiry, PSHE and reading areas with some formal teaching still in place. The layout of Year 2 is modelled on the design of the Year 1 classroom and is now a continuation of their excellent practise.

Outdoor Provision and Area:

After visiting Seven Stars and spending time in the outdoor environment, we immediately began to gather natural and recycled materials to help develop our area. We contacted local businesses and parents who very kindly not only provided us with resources but also donated their time by helping to create areas such as a garden and an outdoor writing area. We invested in materials such as crates, pipes, tyres and planks to create specific areas outdoors such as large construction and water areas which provide endless open-ended opportunities and challenge. A parent donated large log pieces that were used to create seating areas in our new garden. The garden is also an excellent base for science learning where the children loved finding and observing mini beasts in their natural, microhabitat. A grandparent donated flowers, stones and fairies to create a magical fairy garden. My husband painted and restored an old shed that we transformed into a reading pod. We also created large, well labelled storage containers within a second shed which allows children to access all resources independently such as 'Transient Art' and 'Outdoor Science'. We used three old crates to construct a stage area with musical instruments which supports storytelling and speaking and listening. In addition to this we created an 'Endless Possibilities' area and an outdoor small world area.

Relationships with Parents:

One of our first actions was to identify how parents felt about Year 1. We sent out questionnaires during the Autumn Term which covered aspects such as transitions, involvement in learning as co-educators, the outdoor environment and progress of children. From this we developed an improvement plan with the outdoor area and transitions being our main focus.

At the start of the transition process, we shared with parents who the new class teacher and teaching assistants would be and sent out a timetable of the transition organisation. An All About Me was completed at home with parents where they could include any information about their children and their learning to be shared with the practitioners. During the transition process, parents from each year group were invited in for a Meet the Teacher evening that took place in the new settings, and we shared routines, timetables and important information about our year groups. Each term we held Come Learn with Me sessions with a different curriculum theme where we shared good practice with parents, and they had the opportunity to see their child in their classroom environment. We remain present on the door each morning and afternoon to enable parents to ask questions or share concerns as parents reported that they liked this form of communication. We share learning moments on social media and our school website so that parents can talk about the learning with their child.

What impact did this make?

Routines:

The changes we made to the routines has had a huge impact on the children's learning in terms of progress and becoming more independent learners. The English and maths mornings has allowed us to give much needed priority focus to phonics where we can address individual learning needs. As a result of our actions, we achieved an 84% pass rate in the screening check in the summer. Our shorter inputs and smaller group work has allowed each child to receive support to stretch their learning further and help them reach their full potential. It has allowed adults to fully understand each child as a learner, enabling us to provide them with the best support to extend their learning. The children are now accessing provision in the classroom, allowing them to rehearse, apply and consolidate their skills and think more independently, as well as working with their peers, something which

has definitely impacted their progress positively. Our changes have allowed children to spend more time in provision areas and the quality of work produced is of a very high standard. Children's use of key vocabulary has also improved and it is used regularly in learning areas through high quality speaking and listening. We are still in the early stages of using floor books however we find this much more manageable, allowing time for adults to fully engage with children, identify their new learning and listen to their interests which enables us to plan a bespoke curriculum. The learning has become subject focused rather than a writing exercise which often did not reflect the children's full knowledge and understanding. We have had some amazing conversations with our children as a result of this change!

Transitions:

The All About Me documents were very informative, and we intend to use these each year to inform changes to our practice. They gave us a clear picture of children's interests and backgrounds which influenced our provision plan. With staff having a better understanding of the children, a more purposeful curriculum could be planned which interested and encouraged each child to learn, focusing on what they need to develop as a Year 1 learner. Our initial visits to the children's current year group settings were very informative. Staff observed children working confidently and independently and even at this early stage, it enabled us to begin to plan the new Year 1 classroom. It was also an opportunity to shadow the EYFS staff and meaningful data conversations took place. The summer term Meet the Teacher evening was very well received, and parents had a better understanding of what to expect from Year 1, the routines, curriculum, expectations and the staff. The EYFS children designed the new PSHE area of Year 1 as this is a high priority area of development for this cohort. The area included a photograph and drawing of themselves and when the children came to Year 1 in September, they felt a sense of pride and belonging. The new Year 2 layout and provision areas have certainly provided a much smoother transition from Year 1 than we have previously experienced. The children have settled into new routines very easily, knowing that there is still a lot of similarity to Year 1 and we were blown away by their confidence and independence when accessing provision areas. This is a reflection of the excellent practise they were part of in the Year 1 setting. The impact of this whole-school transition process ensured that children were happier, calmer and more settled into their new classes a lot sooner, ensuring that there was no time wasted.

Outdoor Provision and Area:

Since introducing more resources and areas in our outdoor provision, it is clear our children not only enjoy being outdoors but thrive in this area. The water area enabled children to work collaboratively and challenged them to problem solve. The endless possibilities area became an exciting story telling area. Children enjoyed using the natural resources such as bark, stone, sand and small world animals to create dinosaur worlds, the Arctic and the Savannah. The huge whiteboard, which was kindly donated by a parent, was fixed to the wall in this area and children used it to create story maps for the scenes they had created. We found that this also became an area where new friendships were formed and children who had previously scored quite low on the well-being and involvement scale were now immersed, engaged and happy. Our garden area became a peaceful retreat. The wind chimes and fairies hanging from the tree created a calm atmosphere and a canopy was added for shade next to the garden. In the summer, children would bring the cushions under the canopy and draw the flowers or create zig zag books about how to look after plants. The children had a sense of pride in this area as they had helped to dig and plant. They would take it in turns to water our plants and flowers, which allowed for lots of learning to take place and scientific vocabulary to be used such as knowing the parts of a plant and what plants need to grow. Our stage area was very popular with lots of musicals being performed and children even created an audience seating area out of crates! The current cohort is boy heavy – 20 boys and 6 girls. The large construction is extremely popular and not only helps their fundamental movement skills but is really helping those children who need to be able to share, turn take and work as a team. Bug hunting is also a favourite and after consulting the children and addressing their interests, the endless possibilities area has been transformed into 'bug city', with the children adding lots of logs and creating bug hotels to attract more wildlife. When we first introduced the outdoor provision, we would send the children out in groups. After consulting our mentor Joanne and observing the children, it was clear that this was limiting their involvement and engagement. We trialled having access to outdoors at all times which worked. The indoors and outdoors is now free-flow throughout the day.

Relationships with parents:

Our initial parent questionnaire highlighted that parents did not understand the purpose of the outdoor area and curriculum and they felt they had limited information about their child's learning. These became our focus areas

and parents now not only understand and embrace the outdoor curriculum, but they donated a variety of resources and materials and even helped to create the areas. Our curriculum maps that are shared with parents now include information about how the outdoor area enhances our curriculum and learning opportunities for the children. Our improved transition process, termly Come Learn with Me sessions and summer term Meet the Teacher evening have ensured that parents feel involved in their child's learning, and they have reported that they feel more equipped to support their children at home. We also invite individual parents into school at times that are additional to parents evening or learning sessions to provide targeted support. We send home learning packs that enable parents to support their children, and these have been very well received. We are currently in the process of creating a new questionnaire to collate parental views of the new cohort.

Year 1 Endless Possibilities 1



Year 1 Endless Possibilities 2



Challenge, collaboration and problem solving 1



Challenge, collaboration and problem solving 2



Challenge, collaboration and problem solving 3



Transient Art



Natural Paint Making



Outdoor Maths



Performing on Stage!



Caring for our beautiful garden



Year 2 Stage Area where children like to perform poems and stories



Year 2 PSHE/cosy corner with puppet theatre to promote high quality speaking and listening



Year 2 Science and Enquiry areas



Year 2 accessible, labelled writing resources in our writing and spelling areas



A case study of effective practice from Padiham Green C. of E. Primary School

What were your key areas for improvement?

Key areas were the learning environment and daily routines.

What did you change?

For the learning environment, we implemented provision throughout the classroom and outdoor areas. We started with transition from EYFS and identified the gaps in learning, speech and language was highlighted as an area to develop. We set up lots of small world/ role play and intervention groups to support children in these areas. We closely monitored their progress addressing gaps along the way. We also worked with the SALT professionals and TA to support this. We changed learning environments such as the Reading Area Snug; it was a communication friendly space which promoted self-regulation and emotional support. It gave children lots of opportunities to communicate with each other and practise using language. We then developed this further by making vocabulary focusses using a tough tray with prompts for our topics and stories we were using. We focused on the canopy area making it an area where zones were established and skill progression was visible and a space where children could practise key skills and consolidate their learning.

Children and parents have been involved in this journey from the very beginning. It started with transition from EYFS where parents were invited in for Stay and Play sessions, they were also given the opportunity to drop off and collect from the new learning environments. They were also provided with a transition booklet which allowed them to share any concerns or questions which they had.

Children are consulted through floor book use at the start of every topic and they are asked what they would like in their environment. Children's voice can be seen through displays/ celebration assemblies and book evidence.

Routines have changed as we focused on either having a maths or English morning they helped to embed learning throughout this subject and establish the children's independence skills. This worked particularly well for this cohort. You saw that children were clear on what they were learning and became confident in their practice.

What impact did this make?

Children have made progress they are happier in their learning and parental involvement has increased. Data in Phonics was above national average this I believe is because they have had the environment to allow them to practise skills within the learning environment.

Children had the opportunities to practise and embed their learning. They were given time to consolidate and learn from mistakes made which has prepared them to make a wonderful start in Year 2.



What were your key areas for improvement?

The curriculum was very rigid and although a thematic approach to learning was adopted, lessons were taught separately with little room for provision style activities. Year 1 had some continuous provision type activities in the Autumn term but this was phased out after Christmas to move to whole class learning. Both classrooms had many tables and chairs (one for each child) and even more. Year 2 had no continuous provision at all and was completely whole class, structured learning. Years 1 and 2 had access to the Secret Garden (an outdoor area with a trim trail) however this was just used for playing and there were no structured activities. Year 1 and 2 had no specific outdoor area and could not use the EYFS yard.

What did you change?

In Year 1, storage furniture, trays and bookshelves were ordered, built and arranged in the classroom to help develop continuous provision areas. One shelving unit has been used to create a writing area for the children along with a class post box. The shelving unit stores topic books, dictionaries, different types of paper/card, envelopes, stamps and writing pens for the children to access and use. The children have particularly enjoyed using the glittery gel pens, envelopes and stampers, which were also purchased to add to the excitement of the area. The post box has been a great novelty for the children too as they have written and posted letters/cards to book characters, friends and Santa etc. The area includes written tasks to support/extend class learning whether these are letters, invitations, cards etc or to write about mysterious objects in clear tubs, which really helped to develop the children's creative writing and imagination. Around the writing area has 'The Tiger Who Came to Tea' work displayed from when the children have taken the Year 1 class tiger home to have their tea and write about their experience with him.

Other shelving units were used in Year One to develop a reading area. All books are forward facing so they are appealing and accessible for the children. Topic books that we study in class are positioned on top of the shelves for the children to access. A huge bean bag with soft toys (often related to our class books), have also been added to the area to bring comfort.

The other storage units have been a great asset to Year One as each child now has their own tray where they can store unfinished work or items/work they wish to take home which encourages good independence. The children's subject books are also stored in deep trays which are labelled and accessible to teachers and children to give out/collect.

Crates have also been positioned around the classroom in Year One to develop continuous provision areas to support and extend learning from each subject. These areas have tasks/resources that are changed weekly to support lesson objectives. The tasks can be written or practical and key questions/ vocabulary are available at the stations. The children access these areas daily.

Tuff trays have also been purchased for the Year One classroom. These have contained creative tasks, investigation tasks, role play of story scenes with stick characters/puppets etc. The tuff trays are changed regularly with resources to support/extend class learning.

Year One have also nurtured and cared for 3 types of pets in the last year. They have gained 5 pet fish which they named after their favourite characters in the Julia Donaldson books, 6 caterpillars which they watched turn into butterflies and tadpoles which they later transferred into the mini ponds in the school Secret Garden when they grew legs. These pets supported the children's knowledge of life cycles in Science. Numerous writing activities were made from their experiences.

The school corridor outside of the Year One classroom has also been developed into an 'extended Year One classroom'. This area was originally a sparse seating area for children in first aid or a quiet area for children of all ages to receive intervention. Tuff trays and tables were purchased to help give the area resources and character, along with storage cabinets and small open door cabinets for the children to access their resources. The extended

classroom area has been used for role play, construction or creative tasks. Children love their new creative area as they have been able to access resources that they may have never seen before and use them to make creative master pieces. This extended classroom contains tasks/activities that are changed regularly to support class learning.

In Year One, as well as following the curriculum, teachers have listened and taken note of the children's interests and developed (with help from the children) creative activities/tasks in the continuous provision areas. We have had areas to support learning about dinosaurs, jellyfish, space, mermaids, dragons etc. The children thoroughly enjoyed exploring their interests. The use of the talking tub has also encouraged and supported the children's imaginations as we have explored seasonal treasures, a real dinosaur tooth, dinosaur egg, magic shell, wizard's wand, a real starfish and knights shield etc.

An outdoor area for Year 1 and 2 has also been developed in the Serenity Garden. A huge canopy was built above the area and a shed was purchased which has whiteboards on the doors for written tasks and a carpet on the floor for comfort. This outdoor area/shed has also been resourced with donations of crates, a tuff tray, pots/pans, den building equipment, small world, investigations, maths, writing, phonics, water tubes etc to support and extend children's knowledge of the curriculum through outdoor learning. The children have a timetable to access the area and enjoy using it in all weathers. Year 1 and 2 also experience Forest School sessions throughout each season which they absolutely adore. They have learnt about the seasons/animals/trees, created lots of magnificent pieces of art and projects using natural resources, learnt how to use saws and hammers and also learnt how to build a fire and toast marshmallows safely.

In Year 2, a table was removed at the back of the classroom that was used for interventions. This was a wasted space and has been made into a book corner for the children with many different provision activities. A sofa was purchased alongside wooden crates and baskets to make the area neutral and look homely. 'Special baskets' of books are updated regularly to match topics and learning done in class with all books facing forward so they are appealing and easily accessible to children. Inside the crates are different activities to expand learning done as a whole class. Displays in this area (and in other areas of the classroom) have been made neutral for a calming effect. Plants and candles were also purchased.

At the back of a Year 2, an empty space and spare shelves have been utilised to create provision areas which are suitable for the age of children in Year 2 with a challenge. A writing table has been made with challenges such as quizzes, letter and report writing, invitation writing etc which all expand on the learning done in class. These are completed after class work has been finished or as a lesson. A range of materials for writing are available (gel pens, special paper, whiteboards, clipboards and LCD writing tablets) and not just pencils and work books to excite and encourage the children to complete the tasks to a high standard. These are changed weekly/half termly depending on the tasks. Spelling challenges are also available to children which match the weekly spelling patterns done in class. These included scrabble pieces, stamps, snap style games and sand for children to practise spelling certain words. Year 1 and 2 common exception words games are also available.

A wooden tuff tray was made and also put in the corner of Year 2. This has been made into a small world tray and is changed half termly to match our topic. There are also challenges to match the small world (such as: Can you set out the farm to include arable, livestock and dairy areas?) which are age appropriate challenges and are changed frequently throughout the half term even though the small world in the tuff tray remains the same. Challenges are written on wooden whiteboards which white chalk pen to again add to the neutral effect of the classroom and can be easily wiped to be frequently changed.

Wooden crates and tables have also been purchased and are dotted around the room filled with different books, challenges and activities.

What impact did this make?

Continuous provision activities are available to children in Year 1 all year. Children have benefited greatly from all the new areas and activities implemented and their independence and progress has been lovely to witness. In Year 1, as a result of listening to children's interests in topics, the children have thoroughly enjoyed working

alongside the teachers to plan and resource creative lessons and activities. In Year 2, the children love their reading corner and cannot wait to spend time in there. The challenges that are available extend or consolidate learning and are age appropriate and whilst Year 2 continue to learn through a more formal way, these are still accessed weekly and promote independent learning.

The outdoor area for Year 1 and 2 has been hugely beneficial for both year groups and continues to be improved and implemented. Seeing how much the children love being outdoors and how certain children shine in this environment has made us more aware of the importance of continuing to develop this area as the year goes on. The Secret Garden and the work of Forest School sessions has very much enhanced our outdoor learning with a mud kitchen, micro-ponds, a fire pit and many other areas now being used well.

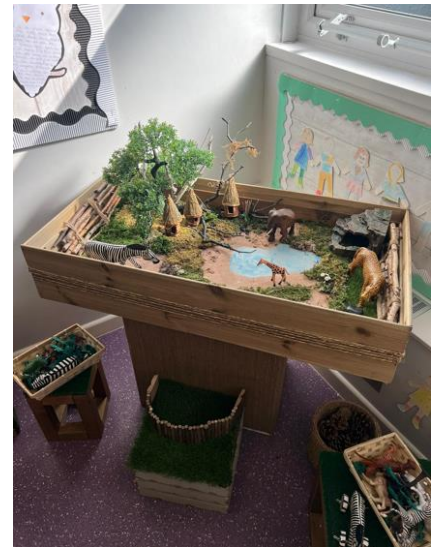
The children at school are happy and confident learners who are thriving in their environments. It is pleasing to see how much more independent the children have become. We have enjoyed the process of the Step into Quality Award and are looking forward to continuing our journey throughout this year.

Year 2 classroom before



Year 2 classroom after





Year One before



Year One after







A case study of effective practice from St. Paul's C. of E. Primary School, Oswaldtwistle

What were your key areas for improvement?

- Use of continuous provision for areas we wanted to develop (writing, maths, speaking and listening through role play, reading for pleasure)
- An outdoor area – we have a small yard with no grass (other than artificial). At the start of the course, we had a wooden outdoor classroom, a gym trail and a climbing wall.
- Parental involvement

What did you change?

- We added areas of provision based on the areas we wanted to develop and began planning for opportunities for learning challenges in these areas. The children now access provision once their learning tasks are complete.
- We have sectioned off an area of the yard which will become the Year 1 outdoor area. We have created a den, a stage area, a quiet reading area, a writing area and a mud kitchen. We have also provided planters and various bits of equipment to develop the children's interest and knowledge of the world around them.
- We have now implemented stay and play sessions where our parents are invited into school. Parents will be invited to join in with an activity with their children such as watching the Year 1 worship about Shrove Tuesday then staying to make and enjoy pancakes together.

What impact did this make?

- Provision opportunities will ensure the transition from EYFS to Year 1 will be smooth for all. Children who require additional support for areas such as fine motor skills, letter and number formation can still access this.
- The completed outdoor area will broaden the children's learning and understanding of the world. The children will be able to experience their topics through the outdoors and physical activity will be increased.
- The stay and play sessions will improve and develop relationships with parents/carers and parents/carers will be more involved in the learning of their child. It will help support parents/carers with home learning tasks as they will have experienced how flexible learning can be and the different activities that can support an outcome.



This is our mud kitchen so far; we have received kitchen equipment from staff and families and have had the kitchen put together ourselves.

The children have asked for mud pie and other recipes to be hung up in the kitchen area. These will be laminated to ensure they are available in all weathers.



This is our den and stage. We aim to add artificial grass over the top of the den and waterproof cushions inside to create a quiet cosy space. Above the wooden pallets (stage) we aim to add a curtain rail in the wall so we can display the topic themed shower curtains we have as a 'back drop', this will provide children with the opportunity to act out stories and develop speaking and listening skills. The coloured tyres and piping will be available for multiple uses.



The table will eventually be our writing area with prompts and supporting resources on display from the umbrella and we have bought and started to encourage the children to use our planting area.

A case study of effective practice from St. Stephen's C. of E. Primary School, Burnley

What were your key areas for improvement?

When I started at St Stephen's there was little to no provision in Year 1. There was a small brick cupboard and some other toys to play with after the children had finished their work. Lessons were delivered to whole class then all children sat at tables to complete their work. The outdoor terrace had previously been used, however the areas and equipment had been left and were unsafe and needed upgrading.

As I was a recently qualified teacher with a new to Year 1 support team it was decided to start the Step into Quality so that we could run provision properly and support the children in the best way.

Identified areas of improvement:

Indoor environment – demarcated areas of provision

Outdoor environment – upgrade equipment and areas of provision

Parental engagement – changes to Seesaw system and transitions

What did you change?

Indoor environment

The classroom was originally set up in 4 x table groups with cupboards around the edges of the room. We visited other schools that used provision such as Lea Primary School and Greenlands Primary School in order to gather ideas of how to utilise the classroom to access provision whilst still being able to complete written book work at tables. We have removed tables from within the classroom to create different size spaces for the children to access provision in different ways. The classroom layout is constantly evolving as the children use the spaces and we encounter problems with movement or flow around the areas. As there was originally a minimal budget for changes, we have taken unwanted furniture from around school such as bookshelves to separate areas. The open shelving also allowed us to organise resources so that the children are able to access everything independently. We purchased natural baskets and matching open boxes to make the areas look less chaotic and messy. We created photo labels so that the children could see what was available to use in each area and so that they can tidy efficiently and without too much adult supervision.

When initially visiting, our mentor, Joanne commented on the displays around the classroom and advised on how to use them to show the children's voice. Although we had working walls for English and Maths, the other topic walls were fixed displays for information rather than being dynamic and flexible. We have created a Wow wall so that we can share and showcase the independent writing and number work children are doing in provision. The children are so excited to have their work displayed instantly and regularly ask for their piece of writing etc. back so that they can change/improve it to go on the wall again.

Outdoor environment

This was a major part of our Step into Quality journey. There were tables and chairs outside making it more of an outdoor classroom rather than outdoor provision areas. There was no storage and so any resources that we had were being ruined over time by the weather. Many discussions were had with the headteacher and school business manager around the safety of the children outside and so a large budget was obtained. A new Soft Pour floor was created to make the terrace area visually better and more inviting as well as being cleaner and safer. We also used the money to buy wooden sheds to store new resources and to separate our area from Year 2's outdoor space. We consulted the children regularly to find out what their interests were and one particular area of excitement is our bird watching hide. There is a gap in the bushes along the edge of the terrace and so we made a covered space and equipped it with binoculars so that the children can sit and watch the birds and other animals in the trees around the playground. This then evolved into an 'investigation station' with bug inspection equipment as the children found lots of local insect life around them and were so curious! This links into our Science and Geography subjects as well as so many opportunities for writing and even maths.

Although the outside space has changed and been shortened over the year to create a PE shed, we have still found the flexibility of the area inviting for the children and we will continue to improve our understanding of outdoor learning and how to provide different opportunities than those offered in the indoor environment.

Parental engagement

Through the parental questionnaire, we realised that the parents had little to no involvement in the transition from Reception to Year 1. This was something that was noted as the parents felt unprepared for Year 1 and there

were still leftovers from Covid, not many opportunities for parents to come physically into school other than for formal parents' evenings and still no parents in assemblies etc. Some parents felt that they didn't know all of the staff working in Year 1 or what outdoor learning took place other than the Forest School sessions for one half term in the year. We have decided to send a transition document home in Summer 1 explaining the curriculum, the staff and inviting parents in to school for a 'picnic and play' at the end of September once the children have settled into their new class.

The transition throughout school was also something that was discussed. As we have a high level of SEND children and children with behaviour concerns, we didn't feel that one day in Summer 2 was enough to alleviate any worries that may appear over the 6 week summer holidays.

After consultation with teachers in staff meetings, it has been agreed that the weekly class worship time will be used to in Summer 1 for the new teacher to visit their new class and deliver worship. Then in Summer 2, the children will go into their new classroom for class worship to become familiar with their new room and the expectations of the new teacher. Hopefully, this will improve the settling in process in September.

We have also changed the way Seesaw is being used. The system was set up quickly in Covid so that online learning could be sent home and checked. This meant parents are using child profiles rather than as a family account with children attached. Through discussions with other schools, we realised that this system would not allow us to evidence learning in provision without adults uploading and checking everything as it would ping straight to parents. This was not our intention. We want the children to learn to login into their Seesaw, take a picture of their challenge and then annotate it. This should not be shared immediately with parents as it should be independent and not checked until later in the day. We know that this process will take lots of training (of parents, children and staff!) and so it is in our long-term improvement plan. This can also be rolled out throughout the school so that parental engagement in their child's learning journey will increase and communication should also improve.

What impact did this make?

Our Step into Quality journey has made a huge impact on our Year 1 class. Provision is timetabled alongside all lessons in order to allow children quality time to explore, investigate and complete challenges. These are planned and changed weekly to reflect the children's learning in subjects and to maintain interest and levels of engagement. Currently there are 3 challenges that the children must complete, Maths, English and one other, but the plan is to increase these gradually over the year and to implement levels of challenges corresponding to the learning levels of each child. The challenges give the children a focus and help to guide the adult in provision as to the questioning needed to check for understanding.

This level of engagement has decreased the noise levels (slightly) and improved behaviour for learning. Children are motivated and excited to be independent in their choosing time. We have noticed that provision is allowing children to deepen their knowledge and understanding of subjects that were previously worksheets in groups and then not revisited again.

While carrying out the file work for Step into Quality, it gave us time as a team to explore what provision meant to us and how to utilise it in Year 1 for the best outcomes for our children. The quality of writing has improved both independently and in book writing. Children verbal reasoning has improved, and this can surely only have a positive impact on their school life in the future.

Before - Indoor

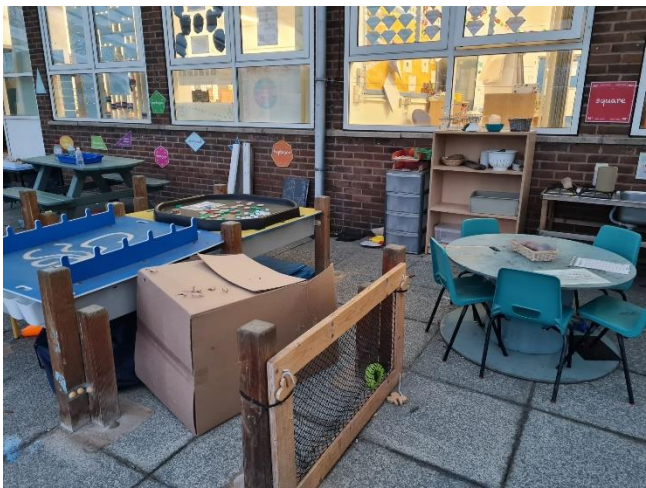


After – Indoor





Before - Outdoor



After – Outdoor



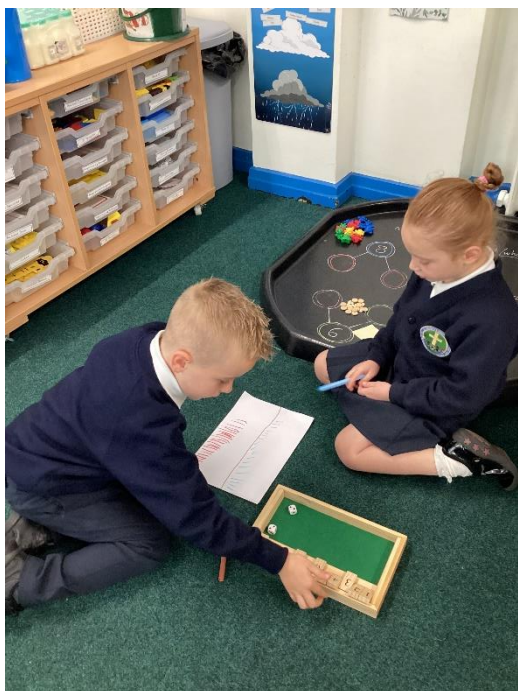
Provision in action

Creating bodies in construction and labelling body parts

Making sparklers and fireworks in the creative area



Taking turns and making their own rules for the maths game



Using pebbles for a picture of his family and then writing a label.



