



A case study of Grange Primary School

Grange Primary School is a large school in Derbyshire with an intake of approximately 450 pupils, from nursery to Year 6. Although their school grounds are substantial, these areas are split into three different playgrounds, corridors and an outdoor classroom. They do not have a school field.

Headteacher, Zoe Buxton, has implemented the Steps 2 Summit project across the whole school, with a view to increasing the physical activity of all pupils. Her motivation for engaging in this particular physical activity programme stems from its common values with the ethos of their school as demonstrated below:

“We believe that education should be about developing a [passion for learning](#) where we create the [possibilities for children to discover and create](#), allowing our [pupils to shine and be the best they can be](#). We place highly the [development of self-esteem and confidence for all of our pupils and promote well-being for everyone at Grange](#). This vision underpins the way Grange views our commitment to our pupils, staff and the school community and forms the fundamentals of our ethos and approach.”

In this case study, we will examine the impact that the Steps 2 Summit project has had across the whole school and focus on three specific classes in more detail.

Objectives

- The initial aim of introducing Steps 2 Summit at Grange was to increase the daily activity for all children during the school day.
- The headteacher was also keen to use the project as a way of enhancing the school’s current PSHE focus. She felt that using the positive role models and character traits at the heart of Steps 2 Summit, would enhance their current approach, including perseverance and growth mind-set.
- Outdoor learning at Grange Primary School has always played an important role in the curriculum. The Steps 2 Summit programme was chosen to further enrich this area of school life by encouraging children to be outdoors in all weathers.
- At Grange Primary School they are keen to increase the number of children walking to school on a regular basis.

Action

The initial point of contact to introduce Steps 2 Summit at Grange was the headteacher and PSHE coordinator, Zoe Buxton. Two courses were devised and measured out; one to be used at any point during teaching time and led by an adult, the other to be supervised and run by a group of children during playtime.

An inset day on creative outdoor learning and the school vision was then chosen as an appropriate time to share the project with teaching staff at the school. This was used as an opportunity to explain how the project would work at Grange and the way in which it may be beneficial to their classes. Staff were taken around the different courses and shown how to record their laps. They were also taught how to find and use the resources on the website.

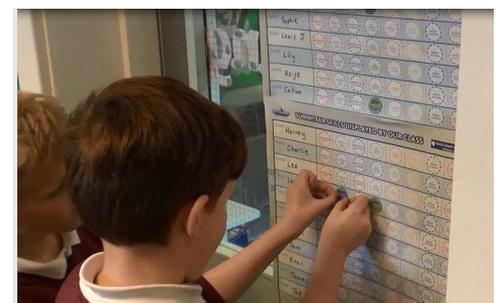
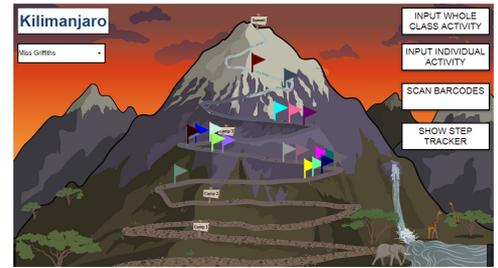
A team of 'mountain monitors' were chosen from year 5 and trained in how to manage and record data during the playtime walks.

The project was then launched with the children through the delivery of the first Steps 2 Summit assembly. Following on from this, all teachers taught the first curriculum geography lesson, as a way of introducing their given mountain to the class. The children then began the walking side of the project to begin their journey up the mountain.

Classes from Years 1, 3 and 5 were chosen as focus groups, in order to measure the impact of the project more closely. These classes were given 'summiteer skills stickers and charts' to use with the children.

Signs were created and added to the long trek to establish the link between the children's walking and their mountain.

Children took part in the specially created mountain hut training videos for days where outdoor space was not available.



Impact

Teachers now take their class on a teacher led trek at different times of the school day. This means that children are doing more exercise than they were before. Teachers have also reported positive benefits of this physical activity, such as; greater focus in lessons, having quality time with their class whilst they are walking and the ability to use the walk as part of their learning. Children have been encouraged to think about how being outdoors and going for a walk makes them feel. Lots of the children have talked about how it makes them feel happier and more positive. *“The children are more enthusiastic about learning when they come back in the classroom.”* Year 5 class teacher.

The children have taken ownership of the project during the short trek and a team of mountain monitors is now fully established. They take responsibility for the running of this daily activity and scan and download the data independently. Children must choose to opt in to this part of the walking activity as a way of increasing their steps. *“Some children in my class wear a fitbit and they have loved seeing how many steps they have done after the walk. The flags also encourage them and they always ask to see where their flag is!”* Year 3 class teacher.

The emphasis on summiteer skills has encouraged conversations about the importance of these character traits. The children are aware of positive role models highlighted in assemblies, lessons and posters around the school who embody some of these qualities. This awareness, coupled with the summiteer skill stickers, has encouraged children to display these traits themselves. Children are being recognised for positive character traits in an explicit way – they mean something.

Whatever their year group, all classes now have a common goal which is to summit their mountain; this has fostered a feeling of togetherness.

“I like being able to take the children out to break up afternoons as a reward or to refocus them when needed.”

Year 4 class teacher.

“The children love this project and are very engaged. Almost daily, I am asked, “Are we doing our mountain walk today?”

Year 3 class teacher



“I have noticed a difference with the children’s attitude to learning when the summiteer skills have been mentioned. They are determined to achieve their sticker for improvement in their behaviour and attitude. It is lovely to see other members of staff giving these awards out too.”

Year 5 class teacher

Seeing how mountaineers set their own challenges, cope with failure and overcome adversity, including disability, children have been inspired to think about their own aspirations and answer the question 'What's your Everest?' *"My Everest is to learn to swim" Year 1 child. "My Everest is to get over my fear of spiders." Year 6 child.*

Children have learnt about people from different countries and cultures. This has inspired them to become explorers of the world and to be curious about the lives of others who might be different to them.

"Children are enthusiastic about doing Steps 2 Summit. A lot show interest in the geography and some have even expressed a desire to be a mountaineer! I think they find the stories of some of the mountaineers we have looked at inspiring." Year 4 class teacher

Moving forward

Owing to the success of Steps 2 Summit and feedback from the children, the headteacher is currently looking to expand the project to include the walk to school aspect. Thus giving the children the opportunity to increase their steps further and involve the wider community.

To allow children to walk at their own pace and engage in a bit of competition, the school are looking to develop a third course where children are allowed to move at a greater speed to further their distance up their virtual mountain.

"They have enjoyed finding out about the aspirations of others and realising their potential aspirations are possible."

Year 5 class teacher

"Their knowledge of world geography has definitely improved. Their curiosity of the world has certainly been piqued!"

Year 4 class teacher

"They are definitely engaged and super competitive with each other. I have heard lots saying they were going to try and persuade their parents to walk to school rather than drive from now on."

Year 4 class teacher

