

EAST MIDLANDS IN BLOOM 2010

SPECIAL AWARD FOR BEST SCHOOL GARDEN REPORTS

Special Award Category: Best School Garden

Best School Garden Special Award entrants do not need to be nominated by an 'In Bloom' entry and can enter independently as long as there is no other school entering from the same village, town etc. in the same year. To check this please contact the EMiB secretary.

This year the judging criteria has changed slightly and a new marking and entry form has been utilised. To qualify, all entrants will also have read the guidance notes for best school garden which are available on this website.

This year the category was judged by Rupert Atkinson B.Sc. F.D. Hort. – formerly of Nottingham City Council and Valerie Farrow, East Midlands in Bloom Children's and Schools Co-ordinator.

The five judging criteria are:

SECTION 1: Gardening activities, skills and knowledge

SECTION 2: The Garden's contribution to education and the curriculum

SECTION 3: Value in sustaining the environment and wildlife

SECTION 4: Growing fruit and vegetables and healthy eating

SECTION 5: Design, Management and Maintenance

Each section is marked out of 20, giving a total possible score of 100.

Awards

85%+	Gold
75-84%	Silver Gilt
60-74%	Silver
50-59%	Bronze
0-49%	Certificate of achievement

Schools Gardens 2010 – an Overview

The number of schools entering the Best School Garden Award has increased again this year with half the entries new to the award, many having very good gardens which is very encouraging. This year the judging criteria were changed giving more emphasis to the children's gardening activities, and their skills and knowledge as well as the design of the gardens.

In many of the judging visits to schools, we were able to meet children and see a portfolio of their gardening activities, which was very helpful in deciding the level of award. The standard of the best gardens continues to rise with five gold awards given this year.

Rupert Atkinson and Valerie Farrow

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SCHOOL Abington Vale Primary School **DATE** 14/7/10
ADDRESS Ashford Close, Abington Vale, Northampton, NN3 3NQ
CONTACT Tracy Lyman
JUDGE Valerie Farrow

Judge's comments:

1) GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE

Through their innovative 'Box of Challenges' each class was given equipment, seeds etc and took part in a class 'in bloom' competition, growing sunflowers and an individual garden project for each class, involving a range gardening and wildlife activities. Each class created a container garden outside their classrooms, which were colourful and imaginative. The 'green assembly question' to research over the weekends rewarded children with plug plants to grow on for their class gardens. Children grew plants from seed as well, planted trees, and helped prepare raised beds. The Eco Council helps with weeding, collecting fruit peel and composting.

2) THE GARDENS CONTRIBUTION TO EDUCATION AND THE CURRICULUM

Although the school only started gardening on this scale this year their links to the curriculum were excellent and very imaginative, across a wide range of subjects. Many of the classroom garden displays linked directly to specific curriculum projects. The gardens were also strongly linked to the school's 'Reduce, Reuse, Recycle' work and the Waste Education bus had run workshops at the school. The quality and amount of information around the school grounds, which had been produced in school was exceptional.

3) VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE

Around the grounds there were many bird boxes, insect homes, log piles and feeders made by the children. Many observational activities take place. There is a small pond, although the planting does need thinning. A wide range of containers and other materials were being re-used. An assembly on composting had been held. A bee and butterfly area had been planted. A bird table and large planter had been made by children with their parents and brought into school.

4) GROWING FRUIT AND VEGETABLES AND HEALTHY EATING

Raised beds for vegetables had been set up and a good range of crops were being grown. All the produce is eaten in school and there is a weekly healthy tuck shop. Some fruit has been planted.

5) DESIGN, MANAGEMENT AND MAINTENANCE

The school has made an excellent start and its class container gardens show that everyone can be involved even if garden areas are not established. A wide range of plans have been made for next year with many ideas from the children.

Children grow from seed and look after seedlings at home during holidays and bring them into school. Staff will also look after the gardens during holidays.

FUTURE PLANS/RECOMMENDATIONS

Plans include raised beds for the Reception Class, a wild flower meadow, a sensory garden, bog garden, recycled sculptures, leaf mould container, bat boxes. A lunch time and after school gardening clubs will run from September.

You already have so many good ideas you will be really busy next year!

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
16	19	15	15	17	82

AWARD: **SILVER GILT**

SCHOOL All Saints' C of E Junior School **DATE** 6/7/10
ADDRESS Hurds Hollow, Matlock DE4 3LA
CONTACT Caroline Newton
JUDGE Valerie Farrow

Judge's comments:

1) GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE

Good involvement of whole school with each class having a project. There are rotas for watering. A gardening club meets weekly during the spring and autumn terms. The old 'Tudor garden' has been converted into three raised beds for vegetables, in addition to the beds nearby. The school holds two 'eco' days a year, which involves gardening activities (composting, preparing beds).

2) THE GARDENS CONTRIBUTION TO EDUCATION AND THE CURRICULUM

The grounds are used for art, design and technology, music, geography (using maps for orienteering on site), treasurer hunts, as well as reading stories in the woodland and performances on the decked area around the lime tree.

Igloos were made in the snow! Y2 from the separate infant school also come to use the site.

3) VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE

Well established wildlife area, which borders a significant part of the site. Wild flower meadow area. Nectar garden planted with borage, lavender, cornflowers and poppies. Large log piles, bug hotels, willow tunnels. Observation activities including bird watching and a webcam in a nesting box. Composting, leaf mould, and collecting rain water in seven butts. Now have a wormery and also making comfrey liquid feed. Re-using pots from a local landscaper. Greenhouse has a solar heating system.

4) GROWING FRUIT AND VEGETABLES AND HEALTHY EATING

Good range of vegetables – courgettes, leeks, onions, (grown from seed), shallots, potatoes, sweet corn, broad beans, pumpkins, brassicas, peas, French beans, beetroot, carrots and parsnips as well as peppers, tomatoes, cucumbers and aubergines in the new greenhouse. Orchard area apples, plums and kiwi fruit. Some raspberries and other soft fruit in the greenhouse area.

5) DESIGN, MANAGEMENT AND MAINTENANCE

It is a well laid out site with accessible paths in the conservation area. The school have had advice from Hardwick Hall. Large new potting shed (DCC Growing Better Together funding). Well maintained garden areas and holiday cover by staff, parents and caretaker. Visit to Chatsworth to learn about fruit, nuts, chickens and preserving.

FUTURE PLANS/RECOMMENDATIONS

Want to extend soft fruit possibly with a fruit cage area. Children's kitchen will be available when building work is complete so looking to link garden produce with cooking and Cookery Club.

Suggest looking at using the greenhouse overwinter – broad beans, winter lettuce. Electric propagators could help extend the growing season and cold frames to move plants on from the greenhouse. Keep a portfolio of gardening activities.

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
16	15	18	17	18	84

AWARD: **SILVER GILT**

SCHOOL: Bourne Westfield Primary **DATE:** 5th July 2010.
ADDRESS: Westbourne Park, Bourne, Lincs. PE10 9QS
MET BY: Maureen Connell, Tim Bright, Ivan Fuller
JUDGE: Rupert Atkinson

Judge's Comments:

1) GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE

All children get involved with gardening. Garden clubs from classes 4/5 look after main vegetable area. Each class has at least two raised beds which they tend and plant. Reception class have excellent outdoor area with stretches of raised beds. Watering rotas. Children showed enthusiasm and plant knowledge. Most plants grown from seed in green house or classroom. Awareness of rotation principles.

2) THE GARDENS CONTRIBUTION TO EDUCATION AND THE CURRICULUM

Children designed the new raised beds for every class. Plants grown from seed. Year 3 bed – Dig for Victory. Yr 6 – 3 diff varieties of heritage beans! kitchen herbs and potato trial. YR 4 links to Kenya. YR 1 make soup. Good planting in borders. One pupil demonstrated thoughtful observation of Jerusalem Sage!

3) VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE

Local recycled soil. New walkway in wild area with suitable native planting. Cowslips. Bird boxes and feeders – some made from Yoghurt pots. Log piles. Insect homes. 18 (!) water butts sustaining supply. Compost made and utilised. Recycling. Leaf mulch. Very good pond matured over last two years – pond dipping from wooden staging. Pond level topped up with water from main school roof. Damsels, newts, frogs etc noted. Duck house built at home by pupil – excellent. Great idea to have compost bins with see-through front. Willow fencing surrounds the main raised bed area.

4) GROWING FRUIT AND VEGETABLES AND HEALTHY EATING

Wide range of vegetables and soft fruit grown in the many, many raised beds now on the site. Herb garden near the kitchen. Food grown is used in the kitchen, or can be cooked in classes using mobile facilities. New Orchard has been planted with full help of children. Nutrition action group. School linked with Garden Organic.

5) DESIGN, MANAGEMENT AND MAINTENANCE

The site now includes, newly expanded main raised bed area managed by garden club, canvas roofed outdoor classroom area, pond with staging and peripheral planting. Green house, Wild walk- added this year. Helped by funding from RBS, matched by Friends, - well designed, easily accessible, raised beds for every class. Reception class included with covered outdoor area. Storage sheds for equipment. Orchard area.

Outside links include RBS, local farmers, and U3A. Huge and comprehensive portfolio!
Future plans: Eco buildings, hedge round orchard, green manure, webcam, heating green house using wind turbine.

The school is committed to introducing gardening to all pupils. The gardening facilities are very comprehensive and well kept.

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
17	17	18	18	18	88

AWARD: GOLD

BEST SCHOOL GARDEN 2010.

"Over the last three years, Bourne Westfield School has made continuous improvements to the range and quality of, what is now, a comprehensive school garden facility. It has a strong commitment to involving all children in understanding the growing process and its problems, and the place of horticulture in all our lives. The school should rightly be proud of its achievement."

SCHOOL: Brocks Hill Primary School **DATE:** 6/7/10
ADDRESS: Howden Road, Oadby, Leicester, LE2 5WP
MET BY: Sarah Stevens, Andrea Griffiths, and Malcolm Brown
JUDGE: R. Atkinson

Judge's Comments:

1) GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE.

All children in school involved where possible. Junior ground force team maintain on a daily basis. – watering weeding etc; organised list of tasks; ECO kids club; – children specialise, kitchen gardeners / "plant doctors "etc. Yrs 3 and 4 meet Mon / Wed pm. and do allotment gardening. Food harvested and cooked at the end of the year. Shrub cuttings taken. Daffodil bulbs planted. New poly geodetic "greenhouse. Good plant recognition. Vegetables etc grown from seed. Clear evidence of education in crop rotation system. Children helped plant Rowan trees with help of locally based tree wardens.

2) THE GARDENS CONTRIBUTION TO EDUCATION AND THE CURRICULUM.

Garden used cross – curricular themes. Wildlife area used for social skill groups – art, science, numeracy, DT, literacy. Gardens used to understand other cultures – African key garden and bag garden. Foundation class raising "pasta sauce" mix of vegetables etc. All classes have some kind of garden.

3) VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE.

Willow walk, birdfeeders, bird boxes, log piles, hedgehog tepee, insect homes. Many water butts but plan more. Willow tunnels – constructed by parents/pupils. Recycled materials used where available. Several bins for compost, which are used. Pond used for pond dipping but needs leak repair. Area at front of school / seating / sculpture, circled by developing willow "fence". Substantial wooden bird hide/ feeder area. Sensory / Butterfly area.

4) GROWING FRUIT AND VEGETABLES AND HEALTHY EATING

Newly renovated area of 9 raised beds. Meadow area with local varieties of fruit trees. Poly green house used to grow from seed. Soak- away channelled walkways. Formal herb garden. Make own herb teas. Tomatoes used in soup. Indian feast used ingredients grown in the garden. Good range of vegetables grown including strawberries, potatoes, spinach, beans etc. Produce products for sale – "sunflower oil with rosemary". Sunflower loaf.

5) DESIGN, MANAGEMENT AND MAINTENANCE.

Comprehensive portfolio. Gardens developed over several years. Good storage space. Good design features including carved stone ram, mosaic, totem poles, and rockery "junk" garden. Garden clubs include families. Have held information days for other schools re gardens. Good central courtyard, with pot water features, used for lessons. Good shrub borders.

For the future: Intend continuing to develop wild planting at entrance and line driveway with native trees.

The school has developed a wide range of garden facilities and features and uses them well in general education, horticulture and, maybe, relaxation!

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
17	18	17	17	17	86

AWARD: GOLD

SCHOOL: Caistor C of E and Methodist Primary School **DATE:** 7/7/10
ADDRESS: Southdale, Caistor, Lincolnshire, LN7 6LY
CONTACT: Mark Jacklin
JUDGE: R. Atkinson

Judge's Comments:

1) **GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE**

Involvement in vegetable beds by some pupils. Plant sale in May. Rotation is being attempted to some degree in the vegetable beds. Pots have been painted and summer bedding planted.

2) **THE GARDENS CONTRIBUTION TO EDUCATION AND THE CURRICULUM**

Reception class covered outdoor area with some crops and perennials have been planted. Science and nature activities Wednesday night.

3) **VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE**

Bird feeders, boxes and bat box; composting; recycling; sensory/herb garden with fountain; wild wood area; buddleia; pond dipping; wormery. Two water butts – one connected at this stage. Very good willow bowers. Operate peat free. Some expansion of "nectar area".

4) **GROWING FRUIT AND VEGETABLES AND HEALTHY EATING**

Small raised beds – onions, strawberries, and potatoes (early and late) beetroot, lettuce, carrots noted. Growing from seed in greenhouse. Strawberries had been divided and plants sold.

5) **DESIGN, MANAGEMENT AND MAINTENANCE.**

Outdoor seating area. Links with Morrison's, Eco-school, Food for Life. Little progress since last judging, although there is clearly a lot of use of the grounds in school activities.

It was very difficult for the judge to fairly assess this school, particularly for sections 1 and 2, when no portfolio of the year's activities is available, as suggested in the guidelines.

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
10	9	13	12	10	54

AWARD: BRONZE

SCHOOL Church Vale Primary School and Foundation Unit
ADDRESS Laurel Avenue, Church Warsop, Notts. NG20 0TC
CONTACT Olwyn Hawkes
JUDGE Valerie Farrow

DATE 16/7/10

Judge's comments:

1) GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE

The children are involved in growing from seed, planting, watering and have a lot of input into what is grown and projects for their school grounds. There is a lunch time and after school gardening club – the children change each term, as well as groups for children who are invited to take part in activities to support their emotional and behavioural issues. The school were East Midlands regional winners in Kew Garden's 'Great Plant Hunt' and have collected seeds for the RHS Millennium Seed Bank

2) THE GARDENS CONTRIBUTION TO EDUCATION AND THE CURRICULUM

Gardening contributes to the curriculum across a range of subjects. For example, growing and eating beans as part of story telling and writing, speaking and listening (Jack and the Beanstalk). Designing a sensory garden with drought tolerant plants. Linking sunflowers to art (Van Gogh), in R.E. creating a garden. Many growing and environmental projects are linked to writing – the school's key area for development.

3) VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE

There are bird feeders and nesting boxes, log piles, insect homes around the site as well as a mixed hedge, butterfly garden and a wild area. There is a strong emphasis on recycling and not wasting water, although there is potential to collect much more rain water. Children make seed cake for the birds and are responsible for putting out food and water. The 'compost doctors' visited the school and advised on improving compost making. They have taken part in the Natural England 'Big Wildlife Garden' scheme.

4) GROWING FRUIT AND VEGETABLES AND HEALTHY EATING

The children have grown potatoes, runner beans, peas, cabbage and pumpkins. They have collected seed from heritage varieties. There are apples, pear and cherry trees and strawberries. Vegetables are cooked at school or taken home but they do not go into school meals.

5) DESIGN, MANAGEMENT AND MAINTENANCE

There are two main gardens – the sensory garden and vegetable growing area with some borders around the school buildings and some planted tyres and pots.

While watering was good, making use of water left in school water bottles at the end of the school day, more weeding is needed. The school tries to avoid the need for maintenance during the school holidays by growing crops that can be harvested by the end of July.

FUTURE PLANS/RECOMMENDATIONS

The enclosed courtyard has the potential to be more colourful with more planters growing not only flowers but perhaps salad crops, with each class responsible for a planter. The wildlife friendliness of the grounds and the overall impression could be improved with a greater range of flowering plants.

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
13	17	17	13	11	71

AWARD: **SILVER**

SCHOOL: Coomb Biggs Primary
ADDRESS: Royal Drive, Immingham, E. Lincs. DN40 2DY
CONTACTS: Jayne Day, Nick Lill
JUDGE: R. Atkinson

DATE: 8/7/10

Judge's comments:

1) GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE

Each class is responsible for a mini-garden, covering various themes, including Y1 mini garden within a garden, Y2 comprehensively labelled herb garden, Y4 mixed vegetables, Y4 fine alpine garden, Y6 specimen lavender- with its narrative history! There is clearly some good plant knowledge.

2) GARDENS CONTRIBUTION TO EDUCATION AND CURRICULUM

Children obviously involved, using gardens for environmental education, science, maths, writing stories, ICT art and design etc.

3) VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE

There is a "wild walk" through a small copse. Bird feeders and boxes, log piles, insect homes etc. Trees / shrubs have been planted. Willow planting. Compost bins are available but started this year. Only one water butt means not sustainable in water – more butts needed, possibly moveable butts to bring water to new gardens.

4) GROWING FRUIT AND VEGETABLES AND HEALTHY EATING

A very good vegetable garden has been laid out and planted, with the help of local allotment association early in 2010. Most of the plants for the new garden have been bought in – some propagated from seed. There is a school kitchen and cookery classes but little produce has been produced yet to use. Onions, sweet-corn, runner beans, peas, radishes, beetroot, are being grown.

5) DESIGN, MANAGEMENT AND MAINTENANCE

A very well laid out and planted flower garden – with pergola – along with the vegetable garden, was created over the last winter. It is early days for use by pupils. The gardens are well maintained. At the entrance is an excellent themed planted bed. Reception are growing potatoes and marrows outside along with a range of other flowers and vegetables. A well maintained area. Links are being formed with a local builder, Conoco, and the local Allotment Association. **In future** they plan a poly-tunnel to grow from seed.

Its early days for this excellently planned garden, but it is clear the foundation is there to make the new facilities a great success.

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
16	16	13	13	15	73

AWARD: SILVER

SCHOOL Creswell Infant School **DATE** 2/7/10
ADDRESS Gypsy Lane, Creswell, Worksop, S80 4HY
CONTACTS Annette Pearce, Janet Saylet, Steve Smith, Amanda Creamer, Kath Creamer, and Bob Glassey
JUDGES R. Atkinson and Valerie Farrow

Judges' comments:

1) GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE

A gardening club of 12 – 15 children continues throughout the year run by volunteers from the local in bloom group. In addition to the fruit and vegetable areas there are a number of planters, which the children plant, with a mix of perennial and annuals. Other activities include weeding, composting, and watering. Children also start bulbs in school and take them home. At the children's request each classroom has a houseplant. Local volunteers have also recently explained crop rotation to Y1 children.

2) THE GARDENS CONTRIBUTION TO EDUCATION AND THE CURRICULUM

Good use across a wide range of subjects including science (growing and life cycles), art, wreath making for remembrance, ICT (some very good photos), also some screen savers of the school grounds. Outdoor learning areas and good sitting areas for looking, listening and writing. Leaf walks and autumn leaf collections. Nurture group has a raised bed. Craft club children painted the new shed. Children designed and took part in making well dressings on display in Elmton. Good use is made of a range of websites – RHS, Woodland Trust.

3) VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE

Bird tables and feeders, although some had no food on judging day. Bird boxes, bug houses and 'wild' borders to encourage wildlife. Interesting way to view frogs and toads. Fruit peel and paper towels from class rooms are composted. Rain butts have been set up on new shed. English bluebells planted. Perhaps New Zealand phormiums are not the most suitable plants for a wildlife area.

4) GROWING FRUIT AND VEGETABLES AND HEALTHY EATING

Each class chooses a crop to grow and when harvested this goes into school meals (potatoes, tomatoes, sweet corn, peas, carrots, courgettes) or for tasting sessions. There are also fruit trees with good labels, showing the fruit shape and the tree in blossom. Also some rhubarb and soft fruit. Growing salad leaves indoors to add to sandwiches.

5) DESIGN, MANAGEMENT AND MAINTENANCE

Over the last year the 'Community Pay Back' scheme has worked with the school to add large planters and improve the site. Support of the local in bloom group and volunteers is making an important contribution to the school. The caretaker ensures planting is watered in holidays. The school is making many local connections.

FUTURE PLANS/RECOMMENDATIONS

Plans to improve pathways in woodland and suggest large logs as seats in this area. Also consider how to improve the 'sensory bank' outside the classrooms, more tree planting by the children and making bat boxes. Recommend wider borders around the new shed. As a long term plan look at the possibility of putting a rabbit proof fence around the vegetable and fruit growing area rather than netting individual beds.

Enter the digital photography competition next year – you have many good photographers!

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
15	15	15	14	15	74

AWARD: **SILVER**

SCHOOL Crossdale Drive Primary School
ADDRESS Keyworth, Nottingham, NG12 5HP
CONTACTS Sue Cattell, Rachel Cox
JUDGED BY R. Atkinson and Valerie Farrow

DATE 29/6/10

Judges' comments:

1) GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE

Involvement of the whole school – planting week and 'green' days. Range of activities demonstrated on displays in school and portfolio. Gardening activities every Friday afternoon. Range of different areas. Raised beds for each class and space in the poly tunnel. Children were enthusiastic and could identify many crops and herbs and clearly enjoyed their gardening activities.

2) THE GARDENS CONTRIBUTION TO EDUCATION AND THE CURRICULUM

Good use of the garden directly in science, habitats, art and I.T. Good environment for teaching outside and also used in subjects such as phonics, numeracy and for poetry. There is potential for greater use across the wider curriculum.

3) VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE

Excellent wildlife pond area, with 'jetty' for pond dipping, which is very popular with the children along with observation. The school has bird feeders and nesting boxes, a log pile for hedgehogs, and willow structures. They have planted trees and a hedge. There were many rain butts in use. Composting and mulching were taking place. The school has held its own 'Spring Watch'.

4) GROWING FRUIT AND VEGETABLES AND HEALTHY EATING

Each class chooses which crops to grow from a choice given by teachers. A wide range of vegetables were being grown with each class responsible for watering. Crops were being used for school meals.

5) DESIGN, MANAGEMENT AND MAINTENANCE

This garden is developing well in only its second year and is very much part of the life of the school. It may be better not to mix raised beds and soft fruit with the wildlife pond area, where access is by necessity restricted. This also results in long grass around the raised beds. Staff look after the garden during the school holidays.

FUTURE PLANS/RECOMMENDATIONS

Plans to plant an orchard and just starting the 'Food for Life' project. Also looking to have a bee hive, want to have a tuck shop selling garden produce, sell plants for a maths enterprise and linking up with other local schools.

Recommend drawing up a long-term plan for the continued development of the garden and see if the use of the poly tunnel can be extended.

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
17	14	17	15	13	76

AWARD: **SILVER GILT**

SCHOOL: Donington Cowley Endowed Primary School **DATE:** 5/7/10
ADDRESS: Town Dam Lane, Donington, Spalding, Lincs. PE11 4TR
CONTACT: Julie Baxter, Ingrid Williams
JUDGE: R. Atkinson

Judge's comments:

1) **GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE**

Good portfolio of activities. Every day a team waters the plants. Pond dipping.

2) **GARDENS CONTRIBUTION TO EDUCATION AND THE CURRICULUM**

Broad beans a topic in literacy! Some classes us the garden for activities such as art, the weather etc. Reception seek out mini-beasts.

3) **VALUE IN SUSTAINING ENVIRONMENT AND WILDLIFE**

The centrepiece of the garden is a large, well maintained , and clear pond! Pond dipping. Weather station. Wild area where seeds from bird feeders fall and are allowed to grow. Buddleias / sunflowers and foxgloves. Log piles / hedgehog house, insect homes. Water butts – one dedicated to topping up the pond. Composting. Bug chart. Rowan trees doing well. Bird box with camera – on line and recorded.

4) **GROWING FRUIT AND VEGETABLES AND HEALTHY EATING**

No kitchen on premises. Produce taken home or eaten at school. Apple tree. Some herbs. Grape vine. No raised beds but grow broad beans, carrots, runner beans, strawberries and potatoes in bags.

5) **DESIGN, MANAGEMENT AND MAINTENANCE**

The garden is in a compact area, well maintained, with a wide range of plants giving a wide experience for the children. Good portfolio! Eatable production.

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
12	13	18	12	15	70

AWARD: SILVER

SCHOOL: Elizabeth Woodville Primary School **DATE:** 9/7/10
ADDRESS: Glebe Road, Groby, Leicester, LE6 0GT
CONTACT: Heather Morris
JUDGE: R. Atkinson

Judge's Comments:

1) GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE

The gardening club meets on a Friday. 4 to 8 year olds. There is a double raised bed for vegetables and a curved flower bed. Children do water plants but there is no consistent plan. Each year a large number of bulbs are planted in the grounds.
No children accompanied the judge in touring the site, so not possible to check plant knowledge.

2) THE GARDENS CONTRIBUTION TO EDUCATION AND THE CURRICULUM

Clearly the gardening club gain from their activities and they do plant cuttings and seeds. There is an outside classroom area. An area at the front of the school is planted by children with plants they are encouraged to bring from home.

3) VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE

The deep, and safely secured, pond is an important feature and used for pond dipping etc. There are bird boxes and feeders in evidence. There is only one water butt, several meters away from the beds.

4) GROWING FRUIT AND VEGETABLES AND HEALTHY EATING

The school has a kitchen but the little food that is grown is taken home or eaten on the spot by the children. Some herbs are grown. Jerusalem artichokes / potatoes in evidence.
In the summer, Year 1 children go to a local allotment, on an ad hoc basis, to plant and harvest. This year lettuce, radishes, and mange tout peas have been grown, picked and eaten.

5) DESIGN, MANAGEMENT AND MAINTENANCE

The flower bed, pond and vegetable bed were installed together about 5 years ago by an external company. They are inappropriately next to play and football areas, well away from the school buildings and any location for water butts etc.
In the Judges' view, there needs to be a complete rethink of the location of the beds, which need to be moved to a position where they cannot be overrun and damaged, with four new raised beds which would then mean the allotment would be effectively on site, and so eliminate the trek over there!
Perhaps this could be achieved with the help of the local allotment association and Bloom Committee. Visits to other schools may help.

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
9	9	10	12	10	50

AWARD: BRONZE

SCHOOL: Ellis Guilford School
ADDRESS: Bar Lane, Basford, Nottingham.
CONTACTS: Geoff Staton
JUDGE: R. Atkinson

DATE: 6/7/10

Judge's Comments:

1) GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE

The aim of the garden is to educate pupils for City and Guilds qualification, and to introduce others, of varying abilities to garden skills and allotment working. The three allotments have a wide range of growing areas. A comprehensive range of tools and facilities are available and utilised regularly by 70 children. Facilities include poly-tunnels, greenhouse, vegetable beds, lawn and flower areas, aviary, chicken run, ponds, orchards, and a large wildlife/flower area. The vast majority of plants are grown from seed. Hanging baskets are put together by pupils.

2) THE GARDENS CONTRIBUTION TO EDUCATION AND CURRICULUM

It is the policy to allow pupils to grow what they want wherever possible. Progress of the City and Guilds training is carefully monitored. Many pupils benefit mathematically from garden activities that require measurement. Art classes use the garden.

3) VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE

There is a windmill to heat the greenhouse in winter. Many of the structures and paths are made from recycled/reclaimed materials. The wild area has seats and ponds. Although not self sufficient in water, there are water-butts that meet a lot of the need. The aviary keeps and breeds canaries. Pond dipping. Composting is on a large scale. There are log piles and insect houses etc.

4) GROWING FRUIT AND VEGETABLES AND HEALTHY EATING

The vegetable beds and poly-tunnels are used to grow a very wide range of soft fruit, herbs, and vegetables, from seed. These are used in cookery classes, are taken home, go to the kitchen – although a lot are sold to help garden funds. The school encourages quality by competing at shows – carrots, onions and potatoes etc – last year best potatoes at Bakewell and second for onions at Westminster show.

5) DESIGN MANAGEMENT AND MAINTENANCE

It is intended that a planned adjacent building will collect water into tanks to sustain the site. The three allotments were taken over about 3 years ago and the lay out has developed over that time. Much construction has been carried out by pupils. The meeting room/ classroom/shed is excellent and festooned with wall charts. There is a comprehensive range of tools and secure storage. The site is well maintained as a working allotment/garden.

The garden benefits from links with other organisations, and City and Guilds examiners! There is a wide range of plants of quality, and vegetables blend with flowers and grass very effectively.

The garden is well laid out, comprehensive, well developed and maintained and has all the facilities, and the positive attitude, that allows it to prepare and encourage students into horticultural work or into having their own allotment.

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
18	18	16	18	17	87

AWARD: GOLD

SCHOOL: Great Coates Primary School
ADDRESS: Crosland Road, Grimsby, DN37 9EN
CONTACT: Elaine Pett
JUDGE: R. Atkinson

DATE: 8/7/10

Judge's comments:

1) **GARDENING ACTIVITIES, SKILLS, AND KNOWLEDGE**

Gardening / ECO club meet lunchtimes – weeding / watering. Each class has a small vegetable patch. Pumpkins will be taken home to grow on.

2) **GARDENS CONTRIBUTION TO EDUCATION AND CURRICULUM**

3 and 4 year olds – bog garden. Into Space – experiments with cress growing in dark/light. Maths with leaves in wire cage / maths – seed planting spacing / growing challenge – formed company – made pots out of paper and promoted and sold plants from plugs. Children's views were sought re garden design – dream garden!

3) **VALUE IN SUSTAINING ENVIRONMENT AND WILDLIFE**

Good willow bowers. Many new trees have been planted by ground maintenance. (see note on current tree stock below). Some wall charts. Some bird feeders and bird boxes. Only 2 water butts in evidence. Litter picking team at lunchtime and recycling. Composting is minimal – problems with recycling because of contamination.

4) **GROWING FRUIT/VEGETABLES – HEALTHY EATING**

Some planting in 2 raised vegetable beds – potatoes harvested and eaten. Other beds have flowers and some herbs. Evidence of growing vegetables and fruit on a small scale, in class beds – from celery and shallots to beans, tomatoes, strawberries and sweet-corn. Herbs. No school kitchen. Cookery trolleys are available.

5) **DESIGN, MANAGEMENT AND MAINTENANCE**

ECO school and involved in Food for Life. RHS scheme and RHS advisor visits and supports and involves staff and pupils; uses school as location for advice sessions. Children did not accompany on tour, met in some classrooms to discuss projects. Portfolio – evidencing winning of wheelbarrow garden competition/ window boxes and baskets at old folks home.

Previously planted trees not being maintained and were dying– need circle of weeds clearing and watering.

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
13	14	11	13	12	63

AWARD: SILVER

SCHOOL Hasland Infant School **DATE** 2/7/10
ADDRESS Eyre Street East, Hasland, Chesterfield S41 0PE
CONTACTS Sarah Debbage
JUDGES R. Atkinson and Valerie Farrow

Judges' comments:

1) GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE

The system of environmental education means that all pupils in this large school spend an hour in the garden every two weeks throughout the year. The school has an eco committee of Y1 and Y2 children voted for by their classmates rather than a gardening club. The tour of the garden they gave was excellent. Gardening activities include seed sowing, planting, watering, nurturing plants and harvesting in the vegetable garden. There were also colourful pots and planters around the site, planted by the children and four excellent hanging baskets.

2) THE GARDENS CONTRIBUTION TO EDUCATION AND THE CURRICULUM

The gardens make a major contribution to the environmental education and the whole school uses the grounds. Numeracy and literacy activities take place in the garden. Good notice board displays in school demonstrated the range of use.

3) VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE

The wildlife garden was very good and made excellent use of a relatively small space. There were many bird boxes, feeders, bird baths, a bat box, log piles, hedgehog and insect homes. The children clearly understood the importance of these habitats. There were trees and wildflowers and also a willow maze. The gardens are maintained organically and composting and rain saving also take place. There had been a bird observation project, mini beast hunt etc. The children had made bird feeders to take home.

4) GROWING FRUIT AND VEGETABLES AND HEALTHY EATING

All classes were involved in growing a good range vegetables based mainly on the children's favourites. Crops are cooked and eaten in school, including potato, pea and mint salad. There were also apple and pear trees and some soft fruit.

5) DESIGN, MANAGEMENT AND MAINTENANCE

Excellent use has been made of a small space with gardens that have been developed over the last ten years. They are clearly enjoyed by the children; the wildlife garden in particular was a fun place to be, as well as providing a good teaching resource. The planters and gardens are well maintained by the children and the staff in school holidays. The school is entering the 'Big Wildlife Garden' competition and use 'Wildlife Watch Clubs'.

FUTURE PLANS/RECOMMENDATIONS

Derbyshire Wildlife Trust has been advising on how to include a pond and the children wish to add a 'bug hotel'. Both would be good additions to the garden and the judges would also suggest trying a wider range of potato varieties (small quantities can be obtained at a 'potato day').

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
16	15	16	15	16	78

AWARD: **SILVER GILT**

SCHOOL: Herbert Strutt Primary School. **DATE:** 29/6/10
ADDRESS: Thornhill Ave, Belper DE56 1SH
CONTACTS: Barry Davison / Susan Hill.
JUDGES: R. Atkinson and Valerie Farrow

(In 2009 the school was judged by main award judges.)

Judges' comments:-

It should be noted that the criteria for judging in 2010, has changed since 2009, particularly with the introduction of section 1, giving less emphasis on quality of the site and more on demonstrable skills and activities.

1) GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE

There was no printed portfolio of all the year's garden activities, so it was difficult to judge the scale of use. A DVD presentation by some children advised of the main garden areas and activities they had done. Key stage 1 and 2 do the Well Dressing designs for two locations in Belper. It is recognised that special needs children can really benefit by gardening. There is an active Eco – club. Many children take part in watering.

There is a wide variation in use and activities in the gardens/ open areas next to each class.

The pond is visited by pupils and wildlife observed.

(No children acted as escorts on the site which reduced the judges ability to assess skills / knowledge etc – a month by month portfolio would have helped.)

2) THE GARDENS CONTRIBUTION TO EDUCATION AND THE CURRICULUM

The wildlife meadow is utilised for plant recognition. There was a wall display of drawings of dandelions which illustrate development from seed to full plant.

One class had grown seeds in different mediums to illustrate variations in growth – and brought on plants at home. Maize / sweet corn is being grown as part of a project on the Aztecs.

3) VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE

Offenders constructed a living wall, for insects etc. There are two plastic composting bins which the school recognises are not very effective. Water comes from the grey water collection from the schools underground tank. There are some bird/bat boxes and bird feeders.

A willow dome has been constructed by children with the help of parents.

There is a commendable and active Bee Savers club instigated by one of the pupils.

4) GROWING FRUIT AND VEGETABLES AND HEALTHY EATING

The raised beds in various parts of the school hold a relatively small range of vegetables, principally onions / beans/beetroot / tomatoes / lettuces / sweet-corn / peas /pumpkins. No herbs are specifically grown.

Some beds are shared with tulip and daffodil bulbs. There is a children's kitchen in which garden vegetables were cooked in September and on other occasions.

5) DESIGN, MANAGEMENT AND MAINTENANCE

The whole site is set in excellent high quality planted landscape, maintained by external staff, which was installed when the school was built two and a half years ago; As were nearly all the principle garden facilities, Orchard, pond, raised beds, open areas with beds next to classrooms, the Wildflower meadow, and greenhouse.

The main building has roof water storage and geo-thermal heating!

The areas used by pupils are generally well weeded. There are plans in place to maintain the gardens in the holidays.

It is suggested that access to the outside raised beds is facilitated by moving the secure gate into the gap to the pond, and wooden compost bins are installed.

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
10	10	15	13	15	63

AWARD: SILVER

SCHOOL Higham Ferrers Nursery and Infant School **DATE** 14/7/10
ADDRESS Wharf Road, Higham Ferrers, NN18 8BQ
CONTACT Sarah Brock
JUDGE Valerie Farrow

Judge's comments:

1) GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE

The school is trying to involve everyone with lots of colourful pots (teapots, drums, buckets, boots) and planters. Large raised beds for vegetables and potatoes growing in stacked tyres. Children are growing from seed, planting, watering and weeding. 30 Y2 children involved in a Wildlife and Garden Club every week, with help from parents. Children took sunflower seeds home and brought plants back to school.

2) THE GARDENS CONTRIBUTION TO EDUCATION AND THE CURRICULUM

Beginning to develop use of garden in a variety of ways – designing bird feeders, wind chimes in trees (DT), science, geography, P.E. and dance, maths and story time.

3) VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE

Large raised bed area planted with lavender, foxgloves and small shrubs. Log seating area- where children look for insects. Gardening organically and composting. Annual wild flowers from seed could be added to beds while perennial plants are still small.

4) GROWING FRUIT AND VEGETABLES AND HEALTHY EATING

Starting to grow vegetables – potatoes, tomatoes, broad beans, carrots, sweet corn, radish, spring onion and lettuce. Consider eating all your produce in school and instead sell extra vegetable plants to raise funds to support your garden.

5) DESIGN, MANAGEMENT AND MAINTENANCE

A good start has been made in developing a garden and holiday maintenance is arranged. If you are able to have any more raised beds recommend making more smaller beds rather than one large one to make them more accessible for young children. Widening the border by the fence would give you more growing space.

FUTURE PLANS/RECOMMENDATIONS

Would like to have a long grass area for wild flowers, water butt and bird boxes etc.

These are good ideas and would suggest bringing compost bin closer to vegetable beds. Collect fruit peel etc in compost caddies so that you can then make a better compost mix with the gardening club and use it in the vegetable bed.

Do continue to develop your garden and add plants to the border around the school building.

AWARD: **CERTIFICATE OF ACHIEVEMENT**

SCHOOL: Holy Trinity Catholic School.
ADDRESS: Boundary Road, Newark. NG24 4AU
CONTACTS: Sharon Flavill, Olivia Creswell.
JUDGE: R. Atkinson

DATE: 9/7/10

Judge's Comments:

1) GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE

Gardening club. Raised beds used in rotation system. Planted bulbs and made up topiary frames. All classes have knowledge of herbs. Most planting done by the pupils. Use greenhouse. Plant knowledge good and encouraged by labelling. Rota for weeding and watering.

2) THE GARDENS CONTRIBUTION TO EDUCATION AND THE CURRICULUM

Mini beasts. Use garden for studies: germination – graph growth; Art – flower patterns, literacy – sight and sound; poems, Art weekend. Investigated club root disease - many other activities linked to curriculum.

3) VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE

Willow den planted by children - which will be extended by using cuttings, and wild flower areas. Bug hunts. Sunflowers. Recycled scarecrow. Log piles. Insect house Growing box from cuttings. Composting. Only one water butt. "Butterfly and bee border"

4) GROWING FRUIT AND VEGETABLES AND HEALTHY EATING

4 substantial raised beds with good range of healthy veg. Radish (large!) carrots, beetroot, peas, French beans, cabbage, sprouts, lettuce, courgettes, runner beans, rhubarb, potatoes, sweet-corn, tomatoes, pumpkin, butternut squash, raspberries. Produce eaten when ripe or cooked as available late in term for pupils to eat. Healthy Cook club and cookery classes. Large herb area – well understood and well used. Garlic in garlic bread.

5) DESIGN MANAGEMENT AND MAINTENANCE

Excellent plant labelling. Tool shed and greenhouse. Well planted and designed flower bed. Rose arch. Back border with shrubs, bulbs and perennials. Links with wildlife trust and Morrison's scheme. Advice from Naturescope.

PLANS AND SUGGESTIONS FOR THE FUTURE: Add many more water butts to lead to full sustainability. Put up bird and bat boxes – and feeders. Install a pond? – pond dipping! Plant trees wherever possible. Cork Oak planned. Trees will have to be watered and maintained in cleared circular area for in first 3 years. Soft fruit area planned.

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
15	15	13	17	15	75

AWARD: SILVER GILT

SCHOOL: Keyham Lodge School. **DATE:** 6/7/10
ADDRESS: Keyham Lane, Leicester, LE5 1FG
CONTACT: Andy Hastie.
JUDGE: R. Atkinson

This special school was not finally judged this year. The school intends to encourage involvement from a volunteer or member of staff, to revitalise the facilities and their use.

This year there has been good work done in the painting of pots, bird boxes, and insect homes as well as wind chimes. In addition however there has been thefts and vandalism.

There is much to develop on the site, the pond, the vegetable plots, tree planting, herbs etc.

There is a mass of hard evidence that involving challenged children in practical horticulture / gardening can have dramatic effects in focusing and involving, and in fostering well-being.

SCHOOL Middleton Community Primary **DATE** 6/7/10
ADDRESS Main Street, Middleton, Matlock DE4 4LQ
CONTACTS Sarah I'Anson, Mike Coveney, Linda Williams
JUDGE Valerie Farrow

Judge's comments:

1) GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE

The school has two main gardening areas – The Garden of Reflection', and an allotment plot as well as many pots and containers around the site. The beautiful 'Garden of Reflection" was created on a tricky site with 100s of hours from parents. All the school took part in planting the garden. The Friday afternoon 'Green Team', which changes every half term, looks after the garden and wildlife area, watering, sweeping, planting bulbs, cleaning birdbaths, and filling feeders.

2) THE GARDENS CONTRIBUTION TO EDUCATION AND THE CURRICULUM

There is a strong emphasis on the 'outdoor' classroom and curriculum and making better use of the outdoors. A wide range of curriculum subjects are taught in the garden and outdoor areas, including writing, music, maths, literacy and art. The outdoors is also used for performances, carol singing and assemblies.

3) VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE

There is a designated wild are called 'Robin's Nest', which has a wide arrange of feeders, bird boxes, log piles etc. There are also other features around the site. One of the bird boxes has a webcam and the children have been able to watch the baby blue tits. They have also observed a range of other wildlife. Composting and rainwater harvesting are in place.

4) GROWING FRUIT AND VEGETABLES AND HEALTHY EATING

The school has a small allotment on a site very close to the school. The raised beds are looked after by Class 2, who have grown broccoli, potatoes, tomatoes, cabbage, leeks, beans, carrots and onions. There is some soft fruit and a few apple and pear trees and a small herb bed. Produce has been used to make soup and potato salad. (There is no school kitchen on site).

5) DESIGN, MANAGEMENT AND MAINTENANCE

The school is making excellent use of its relatively small site. The maintenance of the garden and containers was excellent but the school recognized that the allotment needed more work to bring it up to the same standard. There is good provision to look after the garden and allotment in school holidays involving staff, governors, parents and children. The garden is also open to the village and other visiting groups and the school appreciates how everyone benefits and the sense of well being that results from having a garden.

FUTURE PLANS/RECOMMENDATIONS

The school is hoping to increase its woodland area if a lease can be agreed. They are also planning to extend their allotment area. Planting more trees and creating a wildlife corridor with grasses on the school site.

Recommend using some of the containers on site to grow salad crops , tomatoes and strawberries that the children could be more involved in looking after. Look at some of the resources available to support school gardens and see if a gardening club could be set up with the help of parents. Keep a portfolio.

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
15	16	16	13	14	74

AWARD: **SILVER**

SCHOOL: Ridgeway Primary School **DATE:** 2/7/10
ADDRESS: Main Road, Ridgeway, N. E. Derbyshire. S12 3XR
CONTACTS: Janet Poole, Janice Rhodes, Sharon Atkin and Bill Thompson
JUDGE: R. Atkinson / Valerie Farrow.

Judge's Comments:

1) GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE

The Green Gang meets on Wednesday after school and works in the allotment area. The members are limited and change every half term – 15/18 – helped by 4 adult garden volunteers. All vegetables in the raised beds are grown from seed. The children have seeded a wild flower meadow. The beds are watered daily – emergency supplies from a well on a local farm.

2) THE GARDENS CONTRIBUTION TO EDUCATION AND THE CURRICULUM

All classes have a bed in the allotment to tend. Themes from lessons are used – Year 2 - African theme. Year 4 "Digging for Victory", Year 5 "Monet's Garden", Year 6 have grown lettuce etc and built 2 scarecrows.

3) VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE

Sunflowers are grown- seed heads placed on posts to feed birds; two wildflower areas, green manure is planted in the beds in winter, daffodil bulbs planted under a grassed area and against walls. Plant disease chart and bird recognition charts in shed. Water butts and compost bins. Log pile, insect home, bird feeders. (The bird boxes probably a late addition and very near the ground!)

4) GROWING FRUIT AND VEGETABLES AND HEALTHY EATING

Productive apple tree. Produce, in the absence of a school kitchen, is sold, or taken away and cooked by the volunteers for children to taste, or taken home by children. Year 6 have sold some produce. There is a cookery club in the school. Some herbs are grown as well as potatoes, squash, cucumbers, tomatoes, peppers, beetroot, carrots, radishes, Swiss chard; there are blackcurrants in a soft fruit area. One class won third prize in a local village garden produce show for 6 runner beans!

5) DESIGN, MANAGEMENT AND MAINTENANCE

The portfolio illustrates the development of the allotment garden, since March 2009, clearing a very overgrown area, and its opening. The raised beds are well arranged and there is a shed, two poly greenhouses, and a cold frame, plus compost bins and water butts.

A pond is not being considered because of lack of space and H and S considerations.

Ridgeway Garden Club members look after the site in the holidays.

There have been good connections with outside supporters – Derbyshire Intergenerational Fund, Morrison's scheme, PTA, Specsavers and Spear and Jackson.

For the children there are plenty of tools and gloves!

The whole area has been well designed, planned and developed in limited space, the award is well deserved.

Future plans: hide and bird feeders on wild area next door.

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
14	14	13	15	14	70

AWARD: SILVER

SCHOOL Rosliston Pre-School Under Fives **DATE** 13/7/10
ADDRESS Village Hall, Main Street, Rosliston, Swadlincote, S. Derbyshire DE12 8JW
CONTACTS Heather Hooper, Sarah Hill
JUDGE: Valerie Farrow

Judge's comments:

1) GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE

Gardening activities are part of each day's activities and all the children are involved. They each have a pot with a plant (sunflowers, peppers, tomatoes, or cucumber) all grown from seed and take part in planting, looking after a colourful bedding display as well as plants in wellingtons and strawberries in hanging baskets made from old footballs. The children were really enthusiastic guides around their garden and showed their knowledge by matching plastic vegetables to the growing plants. Good portfolio.

2) THE GARDENS CONTRIBUTION TO EDUCATION AND THE CURRICULUM

Examples include butterfly life cycles, mini beast hunts, painting pictures of flowers, making plant labels (with words and pictures), use of the weather station everyday, measuring growth, painting pebbles to decorate the garden, and an experiment looking at different ways to stop slugs eating the plants. The garden provides a colourful and stimulating play area.

3) VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE

This year there is a new compost bin and rain butt. Materials are being recycled – plastic pots, old wellies, tyres, and even old furniture into growing containers. Small wildflower garden with cowslips – growing wildflowers from seed to add to this area. Lots of bee friendly planting. Log pile and bug houses, bird box and feeder. Seeds from sunflowers are fed to the birds.

4) GROWING FRUIT AND VEGETABLES AND HEALTHY EATING

Growing a good range of vegetables – sweet corn, potatoes, broccoli, radish, beans, spinach, tomatoes, cucumber, peppers and carrots, including in a drain pipe to see how long it will grow. Pear tree, strawberries, goji, honey and blueberries. Surplus vegetable plants grown from seed go home with the children. Good range of herbs around the site. Mini greenhouse for seedlings. All produce is cooked and eaten at the pre-school.

5) DESIGN, MANAGEMENT AND MAINTENANCE

The garden is fully accessible to the children – very good use is made of limited space. It is a colourful and exciting place for the children, who have been making scarecrows at home and then putting them in the garden in a place of their choosing. It is well maintained by the children and looked after by staff during the holidays. This garden has continued to develop since last year.

FUTURE PLANS/RECOMMENDATIONS

'Just more of everything' – more planting space for vegetables and fruit, covering for the sensory area and more benches, and a willow structure.

Suggest potato barrel or similar large container, 'speedy veg' salad leaves in pots, mixed hedge by railings and perhaps more bird, bee, and insect homes.

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
15	15	15	16	16	77

AWARD: **SILVER GILT**

SCHOOL: St Francis Special School.

DATE: 7/7/10

ADDRESS: Wickenby Crescent, Ermine Estate, Lincoln. LN1 3TJ

CONTACTS: Teresa Duncan, Helen Todd.

JUDGED: R. Atkinson

Judge's Comments:

1) GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE

Horticultural group on Wed afternoon. Planting, weeding, picking and grass cutting etc. Inevitably activities are orientated towards the individual. Students look after watering and planting in courtyard. Key stage 3 painted beds in quad area. Permanent outdoor gazebo classroom.

2) THE GARDENS CONTRIBUTION TO EDUCATION AND THE CURRICULUM

Plant identification tags very good. Garden "furniture" planters, arches, benches, trellis, construction encouraged (Kieron!) Redevelopment of the Enterprise garden involved students – including planting beds, seating area etc. Curricular links: Science, Maths (measuring sunflower heights etc) Art, Maintenance, ICT, food, English.

3) VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE

Sensory garden and pond area with good planting; pond merges from bog area to clear open area. Impressively large, multi entranced, willow tunnel – looks well used. Worm compost. Bird feeders and boxes. Log piles/hedgehog house. Composting. Water butts. Wildflower area. Pond used for dipping- with "periscopes". Companion planting. (innovative use of pan scourers!)

4) GROWING FRUIT AND VEGETABLES AND HEALTHY EATING

Large herb bed next to kitchen. Lavender bags sold. Produce grown used in cookery classes, DT, eaten in school, sold to staff, taken home, but a lot of salad etc used by Enterprise House Cafe attached to school. (brie and basil wraps!) New poly-tunnel and raised beds installed since last year with help of RAF and staff / students (already fully in use) – additional to raised beds already in situ. As well as a good range of vegetables including potatoes, salad items etc, soft fruit, apples and pears.

5) DESIGN MANAGEMENT AND MAINTENANCE

This is a special school. Beds and planters are wheelchair accessible. The curriculum has to cover a wide range of courses and activities, including horticulture and cooking.

Simple lay – out plans used for developments. Labelling of plants excellent – very good educational tool for plant recognition. Caretakers look after the site in the holidays.

External links to RAF, Nettleham Allotment Association, Enterprise Cafe, Campaign for school gardening.

Suggestions for the future: Green house. Rotational planting for organic produce.

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
15	17	16	17	16	81

AWARD: SILVER GILT

SCHOOL: St Joseph's Catholic Primary **DATE:** 8/7/10
ADDRESS: Philip Avenue, Cleethorpes, N.E. Lincs. DN35 9DL
CONTACTS: Sarah Pollard, Paula Debenham, Simone May
JUDGE: R. Atkinson

Judge's comments:

1) GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE

Garden club each Monday – watering, planting. Good plant knowledge. Reception have two raised beds and good range of plants – they cook and eat potatoes! Wellie garden adorns entrance. Good labelling helps with plant knowledge. Understand crop rotation and operate it in a range of well constructed raised beds. Growing from seed. Greenhouse. Understand and turn compost. Daily watering etc.

2) THE GARDENS CONTRIBUTION TO EDUCATION AND THE CURRICULUM

Each year the peace garden is re-planned, renovated and planted – good range of plants. Grow herbs

3) VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE

Bird feeders and boxes. Log pile. Compost all they can and use in beds, including peelings, fish blood and bone, chicken manure. Willow bower. Planted apple trees.

4) GROWING FRUIT AND VEGETABLES AND HEALTHY EATING

Soups made in 'Let's get Cooking'. Used produce in ice cream, jams, rhubarb crumble. Good labels. Sell vegetables to fund tools. Grow herbs. Wide range of vegetables grown from seed. Grow soft fruit (black and red currants) and shallots, onions, carrots, parsnips, beetroot, leeks, lettuce, runner beans, radishes, courgettes, Swiss chard, mange-tout peas, cabbage, sprouts, fennel, potatoes, butternut squash, spring onions and rhubarb.

5) DESIGN, MANAGEMENT AND MAINTENANCE

Well maintained. Sheds. Huge raised beds and greenhouse. Links with Humberston Allotment Association and use Morrison's scheme.

PLANS AND SUGGESTIONS FOR THE FUTURE:

Pond? Portfolio to illustrate links to education and record the year's activities.

SECTION1	SECTION2	SECTION3	SECTION4	SECTION5	TOTAL
16	12	14	18	13	73

AWARD: SILVER

SCHOOL: St Mary's C of E Primary School **DATE:** 7/7/10
ADDRESS: Brampton Road, Melton Mowbray, Leics. LE13 0NA
CONTACT: Cilla Saxilby
JUDGE: R. Atkinson

Judge's comments:

1) **GARDENING ACTIVITIES, SKILLS. AND KNOWLEDGE**

Each class has its own half of a raised bed. Good plant knowledge from children. Outside classroom area. Students weed, sow, transplant and water and have a say in what they grow. There is a gardening club.

2) **GARDENS CONTRIBUTION TO EDUCATION AND CURRICULUM**

Investigations, measuring growth, plant science, IT charts, Investigation of area of grass and its contents. "Dig for Victory " project, class 1+2 sensory area! Painted "signs of spring." Most plants grown from seed.

3) **VALUE IN SUSTAINING WILDLIFE AND THE ENVIRONMENT**

Bird feeders and boxes. Log piles. Insect houses. (Separate fenced wildlife area is used but generally inaccessible and overgrown). Wild "meadow" next to hedgerow. Class 6 researched magpies. Sunflowers grown. Saplings kept by class 1.

Several water butts – 3 still to be installed. Composting. Recycling of classroom arisings – green compost bins. Trees previously planted are coming on well and there are more available to plant.

4) **GROWING FRUIT AND VEGETABLES AND HEALTHY EATING**

Most of the class beds have a range of vegetables and fruit e.g. onions / strawberries / radish / peas / runner beans / broccoli / potatoes – some rhubarb. Herbs- marjoram / parsley / chives. Damsons picked and eaten on the site. Year 6 cook produce in meal for staff.

5) **DESIGN, MANAGEMENT AND MAINTENANCE**

Good and usable raised beds. Well maintained. New shed for gardening equipment.

Suggestions for the future: Introduce idea of crop rotation. Tree planting. Renovate wildlife area.

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
15	14	13	14	14	70

AWARD: **SILVER**

SCHOOL St Peter's C of E Primary School **DATE** 13/7/10
ADDRESS Station Road, Market Bosworth CV13 0NP
CONTACT Jo Stone
JUDGE Valerie Farrow

Judge's comments:

1) GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE

Key Stage 1 children are involved with their vegetable garden, which has two large, raised beds, growing, watering, and weeding. Key Stage 2 garden has six raised beds and is being set up. Children have been volunteering to help with planting at lunchtime. There is one after school gardening club involving 28 Y1 and Y2 children (14 per half term). Overall it is mainly Key Stage 1 children who are involved in activities but I did not meet any children on my visit.

2) THE GARDENS CONTRIBUTION TO EDUCATION AND THE CURRICULUM

All Key Stage 1 children have taken part in a recent 'green day' with six activities linked to the garden (bird watching, bug hunt, gardening, log sculptures, planting sunflowers, designing a garden note book). The garden is used for numeracy and science but the school recognizes the need to plan for greater use particularly with KS2 classes.

3) VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE

The school has a good-sized wooden compost bin and some rain butts. A large number of tyres are being used as planters around the site. It has not been possible to keep up the maintenance needed in the 'Nature Area' and while there are some bird boxes and log piles there is potential for a really good wildlife area which is not being achieved. There are good paths and benches for a whole class.

4) GROWING FRUIT AND VEGETABLES AND HEALTHY EATING

A good range of vegetables are being grown in both garden areas, as well as in raised beds outside classrooms and in some tyres, including onions, garlic, lettuce, broad beans, runner beans, squash, pumpkins, tomatoes, courgettes, kale and peas. A small amount of fruit is being grown. There is a children's kitchen on site and using crops from the garden is being planned but school meals arrive on site ready prepared.

5) DESIGN, MANAGEMENT AND MAINTENANCE

The school has had many ideas it wants to develop and many project are underway. A clear plan of action would help, along with the support of the whole school to see these ideas to fruition, which would create an excellent outdoor resource for the school. Maintenance of the vegetable beds is good and holiday cover is in place.

FUTURE PLANS/RECOMMENDATIONS

A gardening club for Years 3 and 4 is planned and it is hoped to have one for Y5 and 6.

Consider each KS2 class having its own raised bed for vegetables and link to healthy eating projects and cookery.

A 'green day' for the whole school to revitalize the nature area – creating habitats, making feeders, bird and bat boxes, insect hotels etc.

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
12	9	9	14	9	53

AWARD: **BRONZE**

SCHOOL Tansley Primary School **DATE** 6/7/10
ADDRESS Gold Hill, Tansley, Derbyshire DE4 5FG
CONTACT Denise Ludlam
JUDGED Valerie Farrow

Judge's comments:

1) GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE

In July 2009 the school has planned a major programme of 'Grounds for Change'. Over the last year the whole school has been involved with implementing the plan, creating many garden areas. Although there is no gardening club as yet the Eco Committee are involved and gradually more children are taking part watering and looking after the vegetables in the raised beds.

2) THE GARDENS CONTRIBUTION TO EDUCATION AND THE CURRICULUM

The gardens and outdoor areas are now making a major contribution to the curriculum – Y6 combined literacy with ICT by producing a guide to the new gardens with photos and text. Thank you letters were written for the donated fruit trees. The wild flower meadow has become a favourite place for writing poems and drawing. For drama, scenes have been set in different parts of the gardens. Overall some very imaginative use has been made to link the curriculum to the new gardens.

3) VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE

Many different areas have been set up – the wild flower meadow, a moorland heath with heathers, a native woodland in its very early stages and a willow tunnel and dome. The pond has been revamped with a new large deck for pond dipping. There are a of variety bird boxes, a bat box made by the children, toad and frog homes, insect hotels and bird feeders. The school is composting and when new downpipes are in place there are plans for rain butts. A bird hide is due to be made next week.

4) GROWING FRUIT AND VEGETABLES AND HEALTHY EATING

Good raised beds have been set up and a good range of vegetables are being grown – peas, purple sprouting broccoli, calabrese, spinach, pumpkins, courgettes, potatoes, onions, carrots three different lettuces, beetroot, parsnips and herbs. All looked to be in very good condition. Crops are being used in cookery classes. A small orchard has been planted with apple, plum, damson, cherry and pear trees. There is some soft fruit (raspberries, currants and blueberries).

5) DESIGN, MANAGEMENT AND MAINTENANCE

The school has had an ambitious plan to transform their grounds – over the whole year a lot of work has been done by the children and supported by their parents. There are plans to make a giant's head with flowering and other plants. Caretaker and teacher will look after the garden during the holidays.

FUTURE PLANS/RECOMMENDATIONS

Suggest looking at larger planting to match the proportions of the large pergola – some grasses and herbs would suit this area. With suitable planters some of the pergola posts could be used to for climbing flowers and vegetables.

Make sure all the newly planted trees have a large mulched circle clear of grass around them while they establish. Consolidate all your very good work next year.

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
16	18	15	16	15	80

AWARD: **SILVER GILT**

SCHOOL The Elms School **DATE** 29/6/10
ADDRESS Derby Road, Long Eaton NG10 4AD
CONTACT Cath Green
JUDGES: R. Atkinson and Valerie Farrow

Judge's comments:

1) GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE

There is a gardening club for Y3 - 6 children, with ten new children each term, for all three terms throughout the year, Activities include plant identification, taking cuttings, planting bulbs, shrubs and vegetables. The garden areas are relatively small but by dividing them into sections with access paths this will make it possible for the children to look after crops and manage the weeding.

2) THE GARDENS CONTRIBUTION TO EDUCATION AND THE CURRICULUM

The school has an exceptional arboretum, in extensive grounds, with three ponds but as yet the children's gardens are not sufficiently developed to contribute significantly to the curriculum in themselves.

3) VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE

By making bird boxes, log piles, insect homes, bird feeders etc the children could add to the wildlife value of the grounds and by widening the border next to the garden wall more flowers could be grown with some small shrubs.

4) GROWING FRUIT AND VEGETABLES AND HEALTHY EATING

The school is growing potatoes, tomatoes, rocket and garlic. By dividing the larger plot into four with paths this would facilitate crop rotation and a wider range of vegetables could be grown rather than a lot of a few vegetables. Some containers could also extend the growing space, both for crops and flowers.

5) DESIGN, MANAGEMENT AND MAINTENANCE

The children could be involved in designing the layout of their areas. In such large grounds the children's garden areas need to have a clear identity of their own as well as give a good overall impression with a wider range of plants, colour and good maintenance.

AWARD: **CERTIFICATE OF ACHIEVEMENT**

SCHOOL: Peele Community College. **DATE:** 5/7/10
ADDRESS: Little London Road, Long Sutton, Lincs. PE12 9LF
CONTACTS: Tony Button, Eva Pool, Pam Mellor, Kay Jenkinson.
JUDGE R. Atkinson.

Judge's comments:

1) GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE

Strong sense of ownership by students. Each class has own area. Large raised beds. Greenhouse everything grown from seed. Lunchtime maintenance and watering team. Separate playgroup grows range of vegetables and herbs, plus plants such as Hostas.

2) GARDENS CONTRIBUTION TO EDUCATION AND CURRICULUM

Apart from general involvement in maintenance and use by each class, this year saw the start of 4 students taking Level 2 Cert in Horticulture – equiv to 2 GCSES's – next year more are expected to join. Art classes use the garden. Local youth project team 14-16 year olds work in the garden.

3) VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE

Bird feeders, bird boxes, bat boxes, log piles, insect houses. New composting containers to add to those already in use. Water collection. Sensory / insect garden area. Fountain, and small pond (with bees nest under it!). Solar/ wind powered weather station. Power has also been taken into classroom to light bulbs. Buddleias / sunflowers. (sadly local falconry centre has depleted birdlife!)

Playgroup has wildlife charts.

4) GROWING FRUIT AND VEGETABLES AND HEALTHY EATING

6 large raised beds. Soft fruit. Cookery classes use herbs plus selected items of produce. Produce taken home, and some items used in the kitchen. Good range of fruit and vegetables grown. There is a small orchard with a number of fruit trees – well maintained. Most produce is sold to raise substantial amounts of money.

Playgroup: Held a potato day, from own produce,. Cooked range of potato dishes including crisps!

5) DESIGN, MANAGEMENT, MAINTENANCE

Good layout on a compact site. Garden appears very much part of school life. The horticulture courses are the result of the availability of the garden, which has been renovated and developed over the last three years. Links with local businesses and shows to develop ideas and share experience. Some lovely roses!

Playgroup: Nicely laid out and practical use of irregular space.

FUTURE PLANS:

Bee hives, poly -tunnel, greenhouse heating / lighting from wind/ solar power. More plants.

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
17	17	16	18	17	85

AWARD: GOLD

SCHOOL: Thrussington Cof E (Aided) Primary School. **DATE:** 9th July 2010
ADDRESS: Hoby Road, Thrussington, Leicester, LE7 4TH
CONTACTS: Katrina Cass, Bev Kearns.
JUDGE: R. Atkinson

Judge's Comments:

1) GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE

Excellent individual / group illustrated laminated "portfolios" illustrating activities and knowledge of garden and growing cycle. Eco club gardening every Thursday after school (up to ¾ of pupils attend). Practising crop rotation in beds. Plant recognition very good. Look after and water 4 raised beds and other planting across the site. Use greenhouse to raise nearly all plants from seed.

2) THE GARDENS CONTRIBUTION TO EDUCATION AND THE CURRICULUM

Maths trail! Experiments in growing in dark and light – children remembered results. Gardens used for art, science – including plant life cycle. IT. English – writing. Painting, Outside classroom and stage area. Bug huts for mini beast hunts. Pond dipping.
 The gardens are used throughout the year for lessons.

3) VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE

Range of laminated wall posters across the site re birds / bugs/ pond creatures etc – easily accessible and usable. Willow bower. Rockery, (with newts!), "bug bed"; many bird boxes / feeders. Bat boxes. Large insect house and log piles. Composting – 2 wooden bins, 3 plastic for recycled peelings etc. Compost used in new shade plant bed.
 New pond – pond dipping. Large water butts.

4) GROWING FRUIT AND VEGETABLES AND HEALTHY EATING

Vegetables brought on from seed in greenhouse. (as are some flowers). Greenhouse very well used – on visit had cucumbers / tomatoes / peppers and potatoes in bags.
 Herb garden. Although the school has no kitchen, vegetables and herbs are used in cookery classes, taken home, or eaten immediately when ripe!
 Most children had no problem recognising current contents of raised beds: sweet-corn, peas, runner beans, red lettuce, leeks, beetroot, carrots, tomatoes, broccoli, broad beans, parsley, rhubarb, onions, courgettes, potatoes, pumpkin, strawberries – plus blackcurrants / gooseberries/apples/pears/quince/cherries/oregano/basil.

5) DESIGN, MANAGEMENT AND MAINTENANCE

The garden now has many features, connected by good barked paths. There are a number of planters, with good plant choice, in the front of the school, containing good ornamentals in right locations! Plenty of colour everywhere. Plenty of seating outside.
 Links to Wildlife Trust, Field Studies Council (wall charts)
Main features of site: Greenhouse, outside classroom area, laminated wall charts, shade bed, pond, rockery, storage sheds, play equipment, raised beds, pergola, small orchard, performance area, planted borders, willow bower, compost area, reception garden, water butts, and herb bed.

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
18	16	18	17	17	86

AWARD: GOLD

SCHOOL Wren Park Primary School **DATE** 15/7/10
ADDRESS Jackson Avenue, Mickleover, Derby DE3 9AY
CONTACTS Amanda Key, Wendy Whitt
JUDGE Valerie Farrow

Judge's comments:

1) GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE

Each class has a square raised bed around the school grounds. Teachers decided on a theme for their class bed. There are other garden areas and an 'allotment' is being set up. A gardening club meets after school and there was a 'Be Active, Go Green' club which ran for ten weeks. Children have been growing from seed, planting, weeding, digging and watering, as well as helping to make the nature garden safe.

2) THE GARDENS CONTRIBUTION TO EDUCATION AND THE CURRICULUM

The gardens are making a contribution to the curriculum across a range of subjects including measuring sunflowers, a number trail, habitats and mini beast hunts, ugly bug ball masks and Y3/4 designed gardens and made identification keys.

3) VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE

There is a nature area with quite a large pond, which is being revamped, although it is surrounded by trees, some of which may need cutting back. There are some bird boxes and insect homes, log piles and a butterfly border has been planted in tyres, linked like a caterpillar.

4) GROWING FRUIT AND VEGETABLES AND HEALTHY EATING

The 'allotment' is in the early stages of development and some vegetables are being grown here and in class beds including potatoes, climbing beans, beetroot, pumpkins, cabbage and kale. There are some strawberries, raspberries and rhubarb.

5) DESIGN, MANAGEMENT AND MAINTENANCE

The children want to have a fantasy garden and have begun work on this. The level of maintenance in the class beds is varied with some well looked after. Others are difficult for young children to reach.

RECOMMENDATIONS

It will be important to develop a plan for the school gardens, which everyone can support, looking at the potential of the site and the contribution that can be made to the curriculum. The allotment would benefit from raised beds to prevent the grass growing back over the vegetable areas and more paths to improve access.

AWARD: **CERTIFICATE OF ACHIEVEMENT**