

# EAST MIDLANDS IN BLOOM BEST SCHOOL GARDEN AWARD REPORTS 2012

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All Saints Church of England Primary School  
Bassett Lane, Sapcote, Leicestershire LE9 4FB

Dear Mrs. Bakewell and Mr. Watkins,

It was good to visit your school again and see the improvements which had been made.

It was pleasing to see the work achieved by the Reception children in their curriculum and how they had grown plants themselves. It was very helpful to have the portfolio which showed many of the activities throughout the year. It would be good to have more regular use of the garden with more areas of the curriculum incorporated and also some more regular clubs.

**1 GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE**

The garden is used by most of the school with groups coming out from Years 3-6 to work with Mr. Watkins. It was pleasing to see the involvement in the Reception area with their garden centre, everybody growing a sunflower, raised beds and hanging baskets which they had planted. The older children had several raised beds with a range of crops of which they had a good knowledge. Pupils sowed seeds and trimmed cuttings. The pupils enjoyed the cookery club. A regular gardening club would further add to their enjoyment.

**2 THE GARDEN'S CONTRIBUTION TO EDUCATION AND THE CURRICULUM**

All classes have had some involvement with the school garden, notably as part of the science curriculum. I liked the Potato Day and the encouragement for pupils to grow plants at home including seed potatoes for everybody.

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

There were several homes for animals. Good to hear that a hedgehog had used a log pile and blue tits had reared young in one of the bird boxes. I liked the wormery that was operating well with the fluid from it used on the garden. Pleasingly, there were three water butts in use and recycled tyres made into planters. The wild life area was peaceful and had much of interest. Sowing some wild flowers and including some bat boxes would increase the interest.

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

This was a special area with a good range of fruit, vegetables and herbs. I was pleased to see the greenhouse in use with pupils taking charge during term time and holiday arrangements made for watering etc. Fruit and vegetables are taken home and some are used by the cookery club.

**5 DESIGN, MANAGEMENT AND MAINTENANCE**

I liked the Union Jack planter and the plan to use the school badge in a planting scheme. The hanging baskets were good and there were some bedding plants at the front of the school. Planted areas were well maintained and no weeds or graffiti were visible. It was helpful to see the records kept by Mr. Watkins. Entering the Sharnford Show has generated interest and this year's in-school competition to find the biggest onion to enter again, is a positive idea.

The school has achieved a great deal in the last year and should be very pleased that they have increased their total by 12 marks. Well done. I am pleased to award the garden:

**SILVER GILT and MOST IMPROVED SCHOOL GARDEN 2012**

**Graham Lamb**

Schools' Judge, East Midlands in Bloom

28<sup>th</sup> June 2012

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
16	13	14	17	15	75

## Blidworth Oaks Primary School

Haywood Avenue, Blidworth, Mansfield, Nottinghamshire NG21 0RE

Dear Celia and Jayne,

May I thank all the children who came along to show me their portfolios and the gardens, and, of course yourselves. It was so encouraging to see such interest and commitment.

I make my comments under the following headings:-

### **GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE**

You have a regular environmental /gardening club – the Eco- Warriors. All classes are involved in the gardens and each had produced an excellent portfolio of their activities. Children had been involved in the design and creation of a local well-dressing. Hanging baskets had been created for the Jubilee and flowers planted at a local care home. Visits have been made to allotments to hear about potatoes and allotment rotation. Children have worked, despite the bad weather, on the courtyard raised beds and the new allotment area.

### **THE GARDEN'S CONTRIBUTION TO EDUCATION AND CURRICULUM**

Children have learnt about flower structure. A computer simulation programme had been used to design a planting layout. Children developed design ideas for the well dressing and were involved in the full process, and have investigated the new pond design. The Learning Mentors clearly make a good contribution and there are outside class areas.

### **VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE**

There is a clearly developed Eco garden. Every child had planted a wildflower plug. Classes have been involved in helping clear up a local park/wood and repaint the play equipment, and visits made to understand an abandoned pit pond. To children's designs "Men in Sheds" produced bird tables / feeders / boxes – and insect homes and log piles are installed. A Forest area has been designated - trees have been planted, and it's an adventure area! Bird cake has been made and bluebells/ sunflowers planted, as well as butterfly / bee attracting plants. There are water butts and compost bins and fruit waste is collected.

All in all an impressive involvement, only lacking a pond, which is planned.

### **GROWING FRUIT / VEGETABLES, HEALTHY EATING**

The raised beds in the class 1 / 2 area are used to produce vegetable crops successfully. Although in its early stages, the new allotment area is a big move forward and has real potential. Years 5 and 6 cook under the "Lets' Get Cooking" umbrella. Apples have been stewed for crumbles, and carrots grated; vegetable soup and shepherds' pie prepared. Herbs and lettuce are grown and used in cooking.

Raised beds in the allotment area will probably be the most productive and easily maintained development option.

### **DESIGN/MANAGEMENT AND MAINTENANCE**

The children had worked with "Men in Sheds" on creative projects. The school has gained the Eco Schools Green Flag Award. Classes have been involved in "Helping Hands" Projects and Forest Schools. Links with local outside support is strong.

Daffodils and crocuses are planted. The caretaker looks after the gardens in the holidays!

**SUMMARY:** All in all, the school site contains a wide range of garden environments with children enthusiastically involved. The gardens have moved on since last year, despite the unkind weather, but further development of the "allotment area" with raised beds, and the introduction of a pond will further strengthen the schools programme. Marks out of 20 are awarded under each heading above and I am pleased to award the garden:-

### **SILVER GILT**

**Rupert Atkinson**

Judge for East Midlands in Bloom

3rd July 2012

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

[Boothville Primary School](#)  
Booth Lane North, Northampton NN3 6JG

Dear Kerry and Emma,

Thank you very much for taking the trouble to show me round the school and grounds at such short notice. I thoroughly enjoyed the visit and found the enthusiasm, friendliness and knowledge of the Year 2 gardeners quite infectious. The way in which the school has addressed the suggestions made by last year's judges was impressive and has been reflected in the marking this year.

I would also like to commend you on the portfolio which you presented. By giving a year round account of Boothville's gardening activities in such a graphic and balanced way assisted considerably in the judging process. I hope that you find the following comments helpful and relevant:

#### **GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE**

Despite the dramatic loss of your greenhouse in the high winds at a critical point in the year, you have performed well against your Action plan and have received the RHS certificate at levels 1 and 2. It is good to see so many year 2 pupils in the Gardening Club and I am sure that you will be taking steps to restore the school-wide membership and encourage more boys to join.

#### **THE GARDEN'S CONTRIBUTION TO EDUCATION / CURRICULUM**

The story-telling area with its wooden chair and log seats was impressive. I noted that this, together with a number of the outdoor areas within the school grounds, was used for curriculum activities. I was shown a number of projects which illustrated this, including photographic work, sketching of plants from life, and the use of plant material when working with colour identification. The creation of a miniature Japanese garden was an original way to look at gardening and culture and I'm sure that you will be coming up with more, interesting, projects such as these over the next year.

#### **VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE**

You demonstrated a number of ways in which you are looking at wildlife and environmental issues. The major work that you have undertaken in restoring the pond and the surrounding area is impressive and the proposals for paths, together with observation and teaching areas and the provision of a bird watching hide, will provide further opportunities for recording wildlife activity in the school grounds.

I was interested to hear of your plans for the future and your intention to use the Old School House for some tree planting and to provide allotments and a chicken run.

#### **GROWING FRUIT, VEGETABLES AND HEALTHY EATING**

Despite the loss of the greenhouse in a storm, you have grown a variety of vegetables using your knowledge of crop rotation and have actually managed to sell your produce to raise funds for the Gardening Club. With the recent purchase of your cooker and the "Cook It – Change 4 Life" project I hope that you will now be cooking some of your produce in school. Try to increase the amount of fruit you grow in your school grounds if possible.

#### **DESIGN, MANAGEMENT AND MAINTENANCE**

You have demonstrated in the pond and wildlife area a positive approach to restructuring and introducing new facilities. I was pleased to see that your youngest pupils are being encouraged to think about garden design with the plans for the Butterfly and Ladybird Gardens. I observed that the standard of cleanliness and maintenance in the gardens and grounds is good. By the provisions that you have made for watering and care of the gardens during the holidays you will be able to maintain year round interest.

You have made significant improvements since your last entry and this is reflected in this year's marks and the award of:-

**SILVER and BEST GARDEN FOR WILDLIFE** Congratulations!

**Richard Adams**

Judge for East Midlands in Bloom, 19<sup>th</sup> July 2012

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
15	13	17	14	14	73

**Boston West Primary School**  
Sussex Avenue, Boston, Lincolnshire PE21 7QG

Dear Ms Chain,

I enjoyed seeing your garden and being shown around by yourself and Eco warriors, Libby, Lucy, Toby and Thomas. There was such a lot to see.

**1 GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE**

The four eco-warriors displayed interest and a lot of knowledge. They showed me newts, dragonflies, water boatman and frogs in the pond area. They explained about crop rotation and were able to point out the garden's features. The Eco club is open to Years 4, 5 and 6 and a Year 1 and 2 club. Several staff are involved and the school has special work days involving children, staff, parents and governors working in the grounds. A greenhouse would be an asset but plants are raised using classroom windowsills.

**2 THE GARDEN'S CONTRIBUTION TO EDUCATION AND THE CURRICULUM**

The whole school has its curriculum linked each term to working outside. It was very pleasing to see how integral the wild life area and other areas are to this. It provides 'sound roots' from which springs an understanding of how important our environment is to every one of us. The work in maths and science and other creative areas make excellent use of this valuable and much valued resource.

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

The only school in Lincolnshire to have five Eco-flags is a wealth of interest: - a robin nesting in the mouth of a phoenix for the second year, a kestrel rearing young for the seventh year, bee and bird boxes, bug and hedgehog hotels, a tree stump for ladybirds, wildflowers, wormery, willow sculptures and classroom, bird feeders and a bird hide. The grounds have a variety of native trees and whips, insect attracting plants, a small pond, a few chickens and four or five water butts. Composting includes chicken waste, tea bags and pencil sharpenings. Re-cycling includes card, paper, plastic bottles, batteries, bottle tops and ring pulls. I was most impressed by the publicity gained for returning elastic bands to the Royal Mail.

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

There are eight raised beds with a variety of vegetables, herbs and strawberries. This is an area that could be developed more, with a variety of fruit to assist in encouraging healthy eating. Key Stage 1 grow some wheat and bake bread and older children have an autumn cookery club.

**5 DESIGN, MANAGEMENT AND MAINTENANCE**

There is to be a Garden of Inspiration for relaxing and will include a chime tree and musical sculptures, which David Bellamy has offered to open. The kestrel's nest is to have a web cam next year. A special school use the grounds which are well maintained and very clean. The school works to achieve a great deal of sponsorship

There are several planters around the grounds which the children have planted and the caretaker looks after during holidays. The head teacher takes the chickens home for out of term care.

Following my assessment I am pleased to award the garden:

**SILVER GILT**

**Graham Lamb**

Schools Judge, East Midlands in Bloom

4<sup>th</sup> July 2012

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
17	18	19	14	16	84

## Creswell Junior School

Elmton Road, Creswell, Nottinghamshire S80 4JD

Dear Ms Anthony,

Thank you to your staff and your students for showing me around your garden space in the grounds of the school. I was impressed with the enthusiasm of the students for being outside and learning about growing and the outdoor environment I have made the following notes, which I hope are helpful and relevant:

### **Section 1: GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE**

It is noted that the school students are very active in the gardens and surrounding grounds especially the wildlife area. Some of the students I met were really keen on being outdoors and did recognise some of the plants pointed out. The Gardening club is active on a weekly basis.

### **Section 2: THE GARDEN'S CONTRIBUTION TO EDUCATION / CURRICULUM**

It was very encouraging to see that in good weather the impressive pond is "dipped" and that habitats of bugs are studied in Science.

### **Section 3: VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE.**

The school collect water off the roof of the school at several points for watering the gardens.

The extensive wildlife area to the rear of the school has lots of great bug hotels made from recycled wood, roofing tiles from the recent roof work at the school and other natural ingredients found by the students. There are numerous bird boxes and the feeders are filled in the winter, the students pointed out work that they still need to do which includes sinking old pot basins into the ground to fill for aquatics; it may be an idea to do this before next year's judging to add extra points to your total. Behind the main building are the composting bins; students explained the waste that they put in them and how they use the compost on the vegetable plots.

### **Section 4: GROWING FRUIT, VEGETABLES AND HEALTHY EATING.**

The fruit and vegetable garden has had trouble getting off the ground this year; this has to do with building work on the school roof, and many of the crops grown in recent years are absent from the numerous raised beds. There is a greenhouse that had a couple of tomato plants in but again looked a little sparse. It was explained to me that the school Gardening Club takes place after school and is very popular and that the children do all the growing from seed. Next to the greenhouse are some fruit trees that are growing next to a wall, I suggest that these need a good feed in the winter months and then a prune to get them to really take off.

The produce grown is sometimes used in cooking at the school.

Across the playground is a raised bed area containing strawberry plants and herbs, in front of this space are some benches that the students sit on at lunch time; also along from here are some raised beds that have the potential to bloom but little is planted in them and with a bit more care could be filled and maintained to hold some great fruit, flowers or vegetables to make the most of this sunny spot.

### **Section 5: DESIGN, MANAGEMENT AND MAINTENANCE.**

It is clear that the gardening is very important to the students and teaching staff alike; I realise that this has fallen by the wayside due to building work; however the large beds that are just by the reception area have not been in the way of the new roofing project and have the potential to be marvellous. This would harness the enthusiasm that the students showed me, and really make a welcoming space, but the planting was sparse even though well loved by the students and so was a little underwhelming.

You are a fantastic school and there is so much ability and potential here, next year I'm sure you will be able to improve rapidly.

In place are plans for maintenance to the gardens through the holidays by the school caretaker but please make sure he/she doesn't add weed killer around the edges of beds and borders as it could harm what is planted inside.

Following assessment you are awarded: **Certificate of Achievement**

**Rachael Hemmings**

Judge for East Midlands in Bloom, 2<sup>nd</sup> July 2012

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
12	14	13	10	10	49

**Deeping St. James Community Primary School**  
Hereward Way, Deeping St James, Peterborough, Lincolnshire PE6 8PZ

Dear Ms Hendry,

I was pleased to be shown around again and share your enthusiasm for the school garden.

**1 GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE**

Most classes use the garden and Key Stage 2 has a gardening club which, with 'wellies' and a change of clothing, meets every Tuesday evening. They have had a number of plant and produce sales. Year 6 have improved the herb garden and added bedding plants in a 'Union Jack' design. With the help of Year 4 they have also created a Jubilee themed area. Year 2 look after a small area close to the main entrance, Year 1 have grown sweet corn and the Reception children have their own area where they grow sunflowers, strawberries and several vegetables. Talking to some of the children told me that they had both interest and knowledge of plants growing in the school grounds.

**2 THE GARDEN'S CONTRIBUTION TO EDUCATION AND THE CURRICULUM**

Most classes use the garden. It helps with art, music, humanities, creative writing, maths and science experiments and each year-group has its own small area of garden to look after. Bark rubbing, sketching, sitting quietly and listening to sounds, watching helicopter spinners from ash trees are some of the activities.

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

The school's wildlife area is a valuable resource which is still developing. A small pond with a dipping platform is to be brought into use. There is a hedgehog home, bug homes, bird boxes, log piles, two composters, a large compost heap and Year 2 have bird feeders. The Deeping Lions have donated trees to produce a corridor of native trees.

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

Four large tyres are used as raised beds to grow a number of crops and the main plot has cabbage, cauliflower, raspberries and tomatoes. There is an area with rhubarb and a large apple tree. The gardening club hope to make apple pies.

**5 DESIGN, MANAGEMENT AND MAINTENANCE**

Six large tyres at the front of school have spring bulbs and bedding plants. There are borders in the front of school with insect attracting plants and an area looked after by the 'Brownies.' Several containers around the grounds are planted by the children; some of the plants had been grown from seed. Morrison's vouchers have provided useful items.

New staff in the Pre-School section, together with Kerry being unable to work in the garden during the earlier part of this year, has resulted in plans being put on hold and maintenance having to suffer. Holiday watering is currently a problem. Plans for a 'Bottle' greenhouse, a tool shed to release the large shed to be a classroom, raised beds for vegetables and re-vamping the pond during the coming year will greatly add to the value of the garden and further the interest in the garden that you have already created for the children.

Following my assessment I am pleased to award the garden:

**SILVER**

**Graham Lamb**

School Judge for East Midlands in Bloom  
3<sup>rd</sup> July 2012

SECTION 1	SECTION2	SECTION 3	SECTION 4	SECTION 5	TOTAL
13	15	14	10	9	61

Eastfield Primary School

Margaret Street, Immingham, North East Lincolnshire, DN40 1LD

Dear Kellie,

Thank you very much for showing me round the garden. Clearly the floods governed whether I was able to meet any of the students, but it was good to meet Laura. (I hope I have that name right – it was an odd day!) I make the following comments under the relevant headings:

**GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE**

There is gardening after school, and good involvement reported. Planters are installed. Children do planting. Plants are grown from seed in the classroom and the beds are weeded and watered.

**THE GARDEN'S CONTRIBUTION TO EDUCATION AND CURRICULUM**

Gardens are successfully used to act as calming areas / activities for stressed children, and the growing of food is clearly demonstrated and nurtured in the raised beds/ planters. There is some preliminary effort to introduce the idea of rotation. There was a class competition to assess which summer plants to buy. Diseases on the plants have been understood.

**VALUE IN SUSTAINING THE ENVIRONMENT / WILDLIFE**

A quite excellent new green-roofed wooden eco-hut has been built with the help of children. There is a feeding area for chickens – they had been evacuated after the floods! There are bird feeders and log piles, and you are beginning to develop a wild area under trees in the corner of your field. There are plans for a pond. Trees have been planted by students – (but must be mulched and watered for 3 years). The development of butterflies from caterpillars has been observed. There is a willow bower but it needs shaping and renovating to become a good feature.

There are some good mulched areas.

(Probably more effective as a wildlife area would be a fenced area on the east side of the field?)

**GROWING FRUIT/VEGETABLES AND HEALTHY EATING**

You have some nice neat raised beds beside the school with an interesting range of veg and herbs being grown. Very neat is the salad bar which allows children to taste the produce – with an approx 8 week turn round! Veg is cooked (rhubarb crumble- sold in tuck shop! And rhubarb ice-cream!) and taken home.

There is a flourishing grape vine – which perhaps should be on a south rather than a north facing wall.

**DESIGN/MANAGEMENT AND MAINTENANCE**

Layout of the beds has been planned carefully. Shrubs and grasses have been planted in a well mulched area, and there is a very nice ornamental model boat as part of a good display at the front of the school. Clearly the gardens are the result of slow development over a few years, with careful thought and experiment. Over time the garden will continue to find the right direction.

**SUMMARY:** It is early days but you have the makings of a very good garden. So much has been worked up from scratch, and much will have been learnt because of that.

Marks out of 20 are awarded under each heading above and I am pleased to award the garden:-

**SILVER**

Rupert Atkinson

For East Midlands in Bloom

29<sup>th</sup> June 2012

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
12	12	13	14	13	64



[Glenbrook Primary School](#)  
Wigman Road, Bilborough, Nottingham NG8 4PD

Dear Raine Hart,

Thank you to you and your students for showing me around your garden spaces in the grounds of the school. I was impressed with the enthusiasm of the students for being outside and learning about growing and the outdoor environment. I have made the following notes, which I hope are helpful and relevant:

**Section 1: GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE**

It is noted that the school students are very active in the gardens and surrounding grounds and team up with the parents and volunteers (the magnificent 7) to keep the school space blooming.

Some of the students I met were really keen on being outdoors and did recognise almost all of the plants pointed out. The Gardening Club is active year round, on a weekly basis, and teams of children join in and help out at lunch times.

**Section 2: THE GARDEN'S CONTRIBUTION TO EDUCATION / CURRICULUM**

The inspiring outdoor spaces are used to study science and one of these quad gardens has a seating area that is used by the younger year groups.

**Section 3: VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE**

Due to the design of the school, water cannot be collected off the roof; however open water butts can be seen in points around the school and due to the weather this summer they have filled up nicely!

Dotted around the school are several bird boxes and the children have laid piles of sticks and logs for hedgehogs. One of the central quads is home to a pond, where children can see the life cycle of the inhabitants.

The avid gardening team make their own compost by recycling and grow their own annual fruit, vegetables and perennials from seed.

Further recycling is apparent in each garden visited, with recycled wood planters, old tyres made into beds and willow cut from their own hedges is used to make structures enhancing the already inspiring gardens.

**Section 4: GROWING FRUIT, VEGETABLES AND HEALTHY EATING**

Every way you turn after entering the school there is something growing, and those students who don't join the gardening club still benefit through being given soft fruit grown onsite.

School events are used to showcase the work of the gardeners, they make soups and other dishes from the vegetables to share and sell produce to finance the next year's seeds and equipment.

**Section 5: DESIGN, MANAGEMENT AND MAINTENANCE**

With the space allotted for the gardens Glenbrook have some really great gardens in the quads, tyre garden to the side and playground seating areas; with the floral displays at the front they make this 50's /60's building a really beautiful place.

The team are really imaginative and made the best of what they have here. Each garden I visited was neat, tidy and well laid-out, enhanced with themes; I especially liked the Queen scarecrow!

Every Tuesday is gardening day and throughout the holidays there are plans for watering and large maintenance jobs.

It is clear that the gardening is very important to the students and teaching staff alike, and I commend you on your enthusiasm and abilities; skills sharing from adult to child is a joy to see.

You are fantastic school and I wish you all the best in your quest to get the best space you can when they rebuild your school in the coming years.

Following assessment the following award is made:

**SILVER GILT**

**Rachael Hemmings**

Judge for East Midlands in Bloom, 29<sup>th</sup> July 2012

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
16	13	16	17	17	79

[Good Shepherd Catholic Primary School](#)  
Kingsland Gardens, Kingsthorpe, Northampton NN2 7BH

Dear Mrs Walker,

I enjoyed visiting this peaceful and happy school and being shown around by yourself and twelve of your pupils from Years 4-6.

**1 GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE**

Children from all year groups and the Reception class have some involvement with the school garden. Reception children have their own raised bed, small pond and bird feeding station. Year 2 have all planted sunflowers. There are eight raised beds and a small greenhouse. The gardening club meets every Wednesday evening with sixteen to twenty members. A wide range of plants are grown and children can recognise most of them.

**2 THE GARDEN'S CONTRIBUTION TO THE CURRICULUM**

The garden, particularly the wildlife area, is used by many subject areas. Pond dipping is included in maths, and science has germination experiments with Year 3. It is also used for creative writing and drama. In Year 6 during Design/Tech, the pupils make at least one bird box. These are used around the school grounds, taken home or sold. RE make use of the willow structure which is also used regularly for prayer.

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

The school has an area of woodland with a lake that covers two to three acres. In recent years the lake has had a liner fitted, bridge and dipping platforms added. There are bird boxes and feeding stations and two hides which classes can use for observation. There are butterfly boxes, bat boxes, log piles, a large badger sett and two families of foxes. The lake has twenty three large Koi Carp and other different creatures many of which the children caught for me in their nets. Wildflower seeds had recently been sown and some whips of birch, beech and cherry planted. Buddleia and lavender attract the butterflies and bees. Canada Geese visited recently and produced three young. There are six compost bins, three water butts and each classroom re-cycles paper.

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

Fruit and Veg. is used by the school kitchen and some children have had the opportunity to cook but not using school produce. The children are encouraged to eat healthily but I'm sure a cookery club would be popular. Potatoes are grown in bags. There are courgettes, onions, tomatoes, lettuce and carrots; also raspberries, blackcurrants and a Victoria plum tree. Reception children grow peas which they have for snacks.

**5 DESIGN, MANAGEMENT AND MAINTENANCE**

The garden was well-laid out with plenty of colour and variety and garden activities were well organised. However, it would have been helpful to have seen photographs of some of the activities that have taken place during the year. e.g. geese, snowdrops and bluebells.

Two children, Caitlin and Samuel, have received a Highly Commended from the RHS School Gardener of the Year. 'Green Finger' children meet every lunch time to keep the grounds clean and to water plants. I'm sure your intention to have cameras in the wildlife area and high back stools for a night watch will create even more interest for the children. I hope to return to see the results of this.

Following my assessment I am pleased to award the garden:

**SILVER GILT**

[Graham Lamb](#)

School Judge, East Midlands in Bloom  
29<sup>th</sup> July 2012

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
15	15	19	14	16	79

Great Coates Primary School  
 Crosland Road, Grimsby, North East Lincolnshire, DN37 9EN

Dear Elaine,

Thank you for taking me round the school gardens. It was good to see so much activity and meet some children and Mr Underhill and Mr Barber, who were clearly making such a valued contribution to the gardening activities.

I make these comments under their relevant headings:-

**GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE**

There is demonstrable year round involvement from the children, each class is involved, and you have a very well-organised equipment “shed”, lots of planters, and a gardening club once week after school, as well as activity at other times. The building of the bottle and bubble-wrap “greenhouse” is a very creative project. Classes take part in any tree and daffodil planting and there is an understanding of rotation.

**THE GARDEN’S CONTRIBUTION TO EDUCATION AND CURRICULUM**

There has been project work in cress growing and life cycles that involve the gardens. Weeding and other work is carried out in any available spare time. Year One have done a mini-beast project. There is however no specific allocation of beds to particular classes in the main area, or orientation of outside activities to specific subjects – but there is a lot of outside relevant activity. The nursery area has much creative activity.

**VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE**

Water butts, composting and collection of waste in school for recycling plastic and paper / cardboard. Bird tables and feeders, log piles and insect homes. Pond and pond plants in nursery area. Tadpole observation. The willow bower is in good condition. The trees are being well maintained.

**GROWING FRUIT AND VEGETABLES AND HEALTHY EATING**

Products grown are used in cookery classes: “Food for Fitness”. A good range of veg and soft fruit is grown including Japanese onions, beetroot, beans, pumpkins, strawberries and blackberries; (plots are well marked up for identification). Herbs are grown and used in kitchen. A neat “upside down” plant bag!

**DESIGN/MANAGEMENT AND MAINTENANCE**

Well kept main area is complimented by nursery garden. Layout is clean and good, with good fencing. In holidays the cleaners do watering and any basic upkeep needed. The school have links with RHS and local Bloom group, and Food for Fitness. The site is very accessible and there is good ornamental planting at the front of the school.

**SUMMARY:** It’s good to see the relaxed enthusiasm of the children I met. There is some very good work being done in the gardens, and they are definitely a good resource to be inventively utilised.

Marks out of 20 are awarded under each heading above and I am pleased to award the garden:-

**SILVER**

Rupert Atkinson

For East Midlands in Bloom,  
 29<sup>th</sup> June 2012

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
16	13	14	15	15	73

**Greenfields Community School**  
Orange Gardens, The Meadows, Nottingham NG2 2JE

Dear Jane,

Thank you for the time that you, the students, and Mr Smith spent in taking me round your garden, which has many excellent features, and is a credit to all those involved, including the Nottingham schools maintenance team.

**GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE**

The Gardening club meets once a week throughout the growing season. Years 2 and 3 do Forest Schools, and classes work on a rota in the garden areas. The principles of crop rotation are brought to the attention of all those involved. Many plants are grown from seed. Students pay special attention to plant recognition. There are a number of well constructed raised beds.

Children plant a wide range of vegetables in the raised beds, after growing many from seed, and potting on.

**THE GARDEN'S CONTRIBUTION TO EDUCATION/CURRICULUM**

Apart from the general weeding and maintenance of the gardens, Environmental Art is made from elements sourced in the gardens, and words for languages are related to garden elements. Students learn about animal habitats and observational drawings of garden elements are used in Art. The gardens are also used in Science, maths and D+T, creating bug homes by drilling lairs in cut logs, and lashing branches and twigs to create star structures and dream catchers. More involvement by other teachers might mean a stronger link to the day to day curriculum.

**VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE**

There is a very good wildflower area and every child planted a wildflower plug. There are bird feeders and bird boxes. Hazel cuttings have been planted alongside rowans, and three other trees have been planted this year. A well sited Hornbeam hedge has been planted. Another "Bug Mansion" is under construction. The Arkwright Meadows Gardens pond is adjacent to the Greenfields site and visits are made to it – many frogs observed. Sunflowers have been planted. There are three compost bins, one for leaves collected in the autumn. There is a water butt used in the vegetable garden, although more are needed to be self sustaining, and one or two bat boxes could be introduced.

**GROWING FRUIT AND VEGETABLES – HEALTHY EATING**

There is a small orchard of apple trees and a soft fruit and vegetable area including raised beds, with a wide range of veg including rhubarb, chillies, tomato plants, pumpkin and broad beans. Herbs are grown and comfrey liquid is being prepared for fertiliser.

Produce is cooked in the kitchen and eaten by students; muffins, stir fry's, and pancakes eaten at a Governors lunch! All classes are involved in growing a different type of potato for comparison. There is a good level of student knowledge and involvement.

**DESIGN / MANAGEMENT AND MAINTENANCE**

There are excellent hedging and ornamental areas, including shade plants under the Norway Maple at the entrance to the school, well maintained by Schools maintenance and added to by children. Crocus and bluebells have been planted and flourish in the orchard. Some hanging baskets were produced by class 5 for the whole school.

In total, the environment of the school is very good.

There is a regular link to the country village of Oxtun, a real breathing space for inner city children. The nursery school grows some excellent fruit and veg.

There are external links with Experian, Forest Schools, Garden Organic, Wildlife Trust for wild flowers, and Food for Life – as well as links with the community garden next door.

**SUMMARY:** This is an excellent garden with demonstrable contribution to all judging categories. It reflects an all round positive approach by the whole school, with many strong features.

Marks out of 20 are awarded under each heading above and I am pleased to award the garden:-

**SILVER GILT**

**Rupert Atkinson** For East Midlands in Bloom, 5th July 2012

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

[Lisle Marsden Church of England Primary Academy](#)  
Lansdowne Avenue, Grimsby, North East Lincolnshire DN32 0DF

Dear Dan, Vicky and Liz,

Thank you, and the children, for showing me round your garden with such enthusiasm. I was impressed with the garden and your approach.

I make the following comments relevant to the following headings:

**GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE**

It is very encouraging that there is a gardening club every Wednesday after school – which alternates between cookery and gardening week on week. Classes do get involved in the gardening activities – weeding/watering/planting/ potting up/ filling potato bags. Two reception classes have their own raised beds. Rotation principles are understood. Plant recognition seems good.

**THE GARDEN'S CONTRIBUTION TO EDUCATION / CURRICULUM**

There was real enthusiasm in the wildlife area. There was an excellent seed-gathering day. Evidence of use of the outdoor environment in Art and ICT; work projects on life cycle of butterflies and best plant growing environments. Key stage 2 was donated caterpillars which they observed growing to butterflies. However a structured plan to use the gardens in Maths/Science and other subjects would be beneficial.

**VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE**

Garden waste and waste from dining hall are composted; there are plenty of water butts. Evidence of bird cake being made and bird boxes/feeders/bat boxes. Fine bottle greenhouse! There is an Owl box. A well designed wildlife area is being redeveloped, already with excellent results. Leaf pile, long grass habitat, log piles, hedgehog home, insect and bee houses, wildflowers and butterfly friendly plants, very good bird feeders, even a glass fronted shed to use as a bird hide. Pond / bog area! A class has used wood-chip to make an internal path. This is an excellent area that is well on its way to being fully renovated but is good already.

**GROWING FRUIT / VEGETABLES AND HEALTHY EATING**

A fine 'allotment' has been created, containing a wide range of vegetables, soft and hard fruit, too many to mention, but a very well tended area. The core area has excellent raised beds, but many other containers for plants and bags for potatoes. There is a grape vine. Reception has its own raised beds and have grown squash and marrow. In the cookery class children have produced crumble, muffins, punch(!), smoothies, scones, soups, cheesecake and flapjack. Excellent!

**DESIGN/MANAGEMENT AND MAINTENANCE**

There is a very well designed and constructed relaxation area, created, a year or so ago, under the support of BBC breathing spaces. The gardens are well kept and tidy. The tree planting is well designed and laid-out. Daffodil bulbs have been planted.

The school is involved in "Food for Fitness", "Green Futures", "Forest Schools" and RHS garden scheme. They have bid and gained lottery money for areas of the garden.

A good portfolio was provided. Produce has been donated to a local residential care home. Plants have been sold to raise money for the gardens.

**SUMMARY:** The approach and attitude of all involved is to be commended. The general outdoor environment is well designed, well-kept and utilised. Although the wildlife area has not reached its full capability, it is excellent. The 'allotment' area is very good, as is the use of produce in cookery. More use of the garden in the curriculum would be beneficial.

Marks out of 20 are awarded under each heading above and I am pleased to award the garden:-

**GOLD and OVERALL CATEGORY WINNER 2012**

**Rupert Atkinson**

For East Midlands in Bloom, 29<sup>th</sup> June 2012

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
17	14	17	19	19	86

Little Hill Primary School  
Launceston Road, Wigston, Leicestershire

Dear Mrs Osborne,

We were impressed with the effort and enthusiasm of you, and the students, and we thank you for spending the time taking us round.

We would like to make the following comments which we hope are helpful and relevant:

**GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE**

It was clear that the Gardening Club is very active, and enthusiastically supported; each class has its own well-kept raised bed and other teachers are therefore involved; the club looks after the herb garden. It is clear the three greenhouses are a great asset, allowing you to raise plants for the beds from seed, and prepare plants for sale to raise funds. There is clearly a plan for which crops are grown by each class, and this could be used to teach the rotation of crops to maximise soil fertility for each type of vegetable and strengthen the plant recognition skills.

**THE GARDEN'S CONTRIBUTION TO EDUCATION / CURRICULUM**

It was very encouraging to see the Performance Circle / story-telling area, and classes using the grounds. You were able to illustrate the use of the garden areas in Maths, History, Science, Geography and PHSCE. The design and technical capabilities of Year 5 were illustrated by the marvellous scarecrow, and projects have been done on butterfly and frog life-cycles.

**VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE**

The wildlife areas, with bird boxes and feeder, log piles, decaying trees, insect mansions etc were very impressive. It was good to see a willow bower and the fruit trees planted by children under the expert advice and assistance of Tree Wardens being maintained. Your three very large water butts should meet the needs of the greenhouses but you have plans for more. You have a number of composting containers for general school food waste, and numerous composting bins. Information on wildlife recognition is readily available. Taken alongside the large wild area near the railway, your efforts are impressive.

**GROWING FRUIT, VEGETABLES AND HEALTHY EATING**

You grow a wide range of vegetables in the greenhouses and the many raised beds, and these are utilised in cookery classes where children get involved in the after school club, ("Let's get Cooking"), tastings, and the school kitchen. The vegetable soup was excellent – as was the chutney made from garden produce. You have held a pumpkin growing competition, are experimentally growing a range of ordinary and heritage potatoes, and aubergines were used in creating lasagne. The herb garden is well kept and the fruit trees will soon be contributing – the trees are well mulched! You should be very pleased with your efforts.

**DESIGN, MANAGEMENT AND MAINTENANCE**

It is clear that the gardening efforts in the school are well organised and facilities well planned and maintained. Generally the grounds are well-kept, clean and free of litter. Planters add to the colour and interest. There are plans for gardens to be maintained through holidays and the mulberry tree will invite dancing! Disabled access is available to the centre greenhouse and other parts of the site, and the growing soil has been tested to ensure grown plants can be eaten.

Following the assessment of the judges we are pleased to award the garden:

**SILVER GILT**

**Graham Lamb, Rupert Atkinson and Rachael Hemmings**

Judges for East Midlands in Bloom, 27<sup>TH</sup> June 2012

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

Middleton Community Primary School  
Main Street, Middleton, Wirksworth, Derbyshire DE4 4LQ

Dear Middleton Primary School Staff and Pupils,

Thank you for showing me round your school gardens. Despite the terrible weather we have been having over the last few months, you have obviously been working very effectively.

**GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE**

I was delighted to see your new dedicated Gardening Room with the “living” roof. The plants are growing beautifully and they look remarkably mature given the time they have been there. You must have been very excited when the building and your new room was completed earlier this year. Do try and install rain collecting butts which will help to conserve water to be used to water containers and garden during drought.

**THE GARDEN’S CONTRIBUTION TO EDUCATION / CURRICULUM**

I enjoyed reading your gardening diaries. They were a very good record of what you have been doing through the year. The newly planted wildflower area at the back of the new building will hopefully develop over the next few months. The judge next year will be keen to see just how successful it has been and how many of the flowers you can identify.

**VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE**

The planters and tubs located around the school were very colourful, filled with a variety of flowers which are being well cared for. Again the flower garden is growing well but it is in need of some sunshine to bring on the flowers.

**GROWING FRUIT, VEGETABLES AND HEALTHY EATING**

I could see from your allotment that you have been growing all sorts of fruit and vegetables (leeks, potatoes, cabbages, onions etc) and using the produce for cooking in the school or selling to the community to raise funds for next year. Again the weather has not diminished your enthusiasm to work outside in all conditions!

**DESIGN, MANAGEMENT AND MAINTENANCE**

The new area of woodland which you have recently acquired will enable you to expand your wildlife / environment knowledge. The surrounding fencing was constructed well and provides a good entrance to the new teaching area. This exciting new development provides the opportunity to create wildlife habitats, consider tree management schemes and take on board some of the “Forest Schools” principles.

You have achieved an excellent award of:

**SILVER GILT**

Congratulations!

**Richard Stephen**

Judge for East Midlands in Bloom,  
16<sup>th</sup> July 2012

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
15	17	15	16	17	80

[Mountfields Lodge Primary School](#)  
Epinal Way, Loughborough, Leicestershire LE11 3GE

Dear Mr Childs,

Thank you to you and your students for showing me around your garden spaces in the grounds of the school I was impressed with the enthusiasm of the students for being outside and learning about growing and the outdoor environment. I have made the following notes, which I hope are helpful and relevant:

**Section 1: GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE**

It is noted that the students are very active in the gardens and surrounding grounds with regular after school clubs. The students I met were really keen on being outdoors and did recognise a number of the plants pointed out. The students and Mr Childs are enthusiastic about their outdoor space and in lots of places around the school are actively gardening; also the protection of wildlife is celebrated.

**Section 2: THE GARDEN'S CONTRIBUTION TO EDUCATION / CURRICULUM**

The garden space here plays a part in education, and, amongst other subjects, hosting art on sunny days, photography and wildlife studies. Tables are brought outdoors for students to use, and the nursery class' wildlife area has benches for story-telling.

**Section 3: VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE**

Recycling is key here with a plastic bottle greenhouse, compost bins and the recycling of household items to make planters; I was very impressed with the boot and bucket planters and the old colander planters outside the cook's kitchen doors.

Within the grounds are points in which to observe nature along the woodland walk and around the pond area. There are lots of bug homes, piles of logs for creatures and little tub areas for the KS1 children to look in. I was shown a little box on the ground that was for attracting field mice to but sadly none were home when we looked. The meadow and pond area are lovely and rain did not hinder our walk to look at badger setts and where the frogs live.

There were native plants added but hard to see in the rain and long grass.

Peat free compost is used for planting, I suggest next term you ask every class to collect compostable waste for you to put in bins and to use in your gardens; you will see a huge difference in soil quality and you will get everyone involved.

**Section 4: GROWING FRUIT, VEGETABLES AND HEALTHY EATING**

Fruit and vegetables are grown in the beds outside the classrooms. Your broad beans should have a bumper crop. I was really impressed with the enthusiasm of the children showing me round; they just loved to be outside, getting muddy and having a go at growing soft fruits and vegetables.

The groups have grown potatoes to make into crisps and made fruit crumbles to share.

The school cooks are keen on using herbs from the bed outside the catering door, which is wonderful.

**Section 5: DESIGN, MANAGEMENT AND MAINTENANCE**

I suggest that you use planks to stand on when turning and maintaining beds and borders to help the students to preserve the soil (by not treading on it and squashing the worm casts) thus getting bigger carrots, blooms and other produce next year.

There are a lot of areas to see here and with a little more practical skills you will zoom up the points.

I especially liked the fact that the children had grown 100s of marigolds (one for each student in the school) for the Olympics - what a task! Well done (the one you gave me is growing nicely thank you)

It is clear that gardening is very important to the school students and it can only get bigger and better with this mindset; I commend you on your enthusiasm.

Following assessment the following award is made:

**SILVER**

**Rachael Hemmings** - Judge for East Midlands in Bloom, 4th July 2012

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
12	14	16	14	12	68



## Our Lady of Good Counsel Roman Catholic Primary School

The Drove, Sleaford, Lincolnshire NG34 7AT

Dear Mrs Harding and Mr Smith,

I enjoyed being shown around by yourselves and members of the Gardening Club and was pleased to see how much you have achieved in just a few years.

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

Gardening Club is open to all year groups and has twenty one members who spend one hour working after school every Wednesday, whatever the weather. Some lunch times are taken up watering and weeding. Last year a small display won the Heckington Show Best Garden Award. Earlier this year twenty four hanging baskets were planted and sold and bulbs were grown for a Mother's Day plant stall. There are eleven raised beds and several planters around the school. Plants can now be raised from seed since the greenhouse has had its glass replaced with safety glass. The Club members were able to name most plants and understood the reasons for rotating their crops.

### **2 THE GARDEN'S CONTRIBUTION TO EDUCATION AND THE CURRICULUM**

The garden has many resources available for use in different curricular areas which would add to the interest of all the children in the school. In addition to the Gardening Club some children use the garden e.g. Year 1 for germination experiments, foliage for Christmas decorations etc.

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

There are several water butts and opportunities for composting with separate areas for leaves, grass and weeds. Several native whips have been planted in pots.

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

Strawberries and several different vegetables are grown in the raised beds and some of the produce is taken home. The school has just purchased a cooker so children have been able to cook leek and potato soup. Some English varieties of apple trees have been planted recently.

### **5 DESIGN, MANAGEMENT AND MAINTENANCE**

The Gardening Club work hard to maintain several areas around the school .The grounds are clean and free of litter with planters making it more attractive. I like the garden at the front of the school that has been themed with the school colours. Mrs Harding and Mr Smith make sure that necessary work is carried out during holidays. It is intended to develop the Peace Garden next year and start an Environment Club.

Following my assessment I am pleased to award the garden:

### **BRONZE**

**Graham Lamb**

Schools judge, East Midlands in Bloom

4<sup>th</sup> July 2012

Section 1	Section 2	Section 3	Section 4	Section 5	Total
15	7	5	15	11	53

Ridgeway Primary School  
Main Road, Ridgeway, North East Derbyshire S12 3XR

Dear Janet,

Once again it was a real pleasure to be able to assess your garden. May I thank you, and the children and your many supporters, for showing me round.

The following comments refer to the judging criteria:

**GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE**

The Green Gang meet on Wednesday after school. Although the greenhouse blew down, you have still managed to grow plants from seed. Each class has a raised bed to look after. The children learn something about rotation and plant recognition was good. There are logs to sit on and a bench. 2012 has seen a Jubilee project, creating jubilee gardens – red, white and blue! Children showed enthusiasm and interest in the gardens.

**THE GARDEN'S CONTRIBUTION TO EDUCATION / CURRICULUM**

The whole school gets an apple. There is encouragement for creative ideas, and there have been projects on measuring plants, bug detection, and comparing the size and quality of potatoes between tub and ground grown. Water is poured onto the root area of the plants, and not leaves, to conserve water.

**VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE**

Bug house, log piles, water butts, and a "miniature" pond. Composting. Stone piles. Bird boxes and feeders. A wildflower area has been planted, from sown seed, which encourages insects. A Victoria plum tree has been planted for the jubilee.

**GROWING FRUIT / VEGETABLES AND HEALTHY EATING**

There are three cherry and four apple trees. There is a neat salad area. Among the wide range of soft fruit and vegetables that are grown are chard and broccoli, gooseberries, blackberries, apples and pears, and Pak Choi! As many as possible have been grown from seed, despite the destruction of the greenhouse early in the year. Mushrooms were grown from a kit. Herbs are grown. Children are very involved. There are no kitchens on site but produce is taken home and some potato salad produced.

**DESIGN/MANAGEMENT AND MAINTENANCE**

The kitchen garden area has been well planned and laid out and is very well maintained with chipped wood pathways. The battered greenhouse has been replaced with a plastic clad frame and there is a cold frame. The school continues to enter produce into the Mosborough show – with some success. There are some neat signs to form a garden trail. The garden shed has a good range of equipment. The site is well maintained over the holidays by volunteers. The portfolio prepared was good and informative.

**SUMMARY:** The children are very well supported by staff and committed helpers. The layout, utilisation and inventiveness of the use of the space, and time, available for use of the garden area is very good.

Marks out of 20 are awarded under each heading above and I am pleased to award the garden:-

**SILVER**

**Rupert Atkinson**

For East Midlands in Bloom, 3<sup>rd</sup> July 2012

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
16	13	13	14	15	71

Sketchley Hill Primary School  
Sketchley Road, Burbage, Leicestershire LE10 2DY

Dear Mr Pettigrew and Miss Woods,

The fruit and vegetable area of the school garden is good with a great deal of interest for pupils and the wild life and ornamental areas have lots of potential. The recently appointed head teacher explained that in future he planned to use the school garden to help with the teaching of a wide range of curriculum subjects. Mr Pettigrew puts in many volunteer hours and it would be very beneficial if more volunteers could be found in order to help maintain the hard landscape features and develop the Caterpillar Trail.

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

Two Eco-Warriors from each year group meet weekly at lunchtime to work in the fruit and vegetable area. Natalie, Reeve and Lucy helped to show us around with plenty of enthusiasm and some knowledge of the Caterpillar Trail and fruit and vegetable areas, where they were clearly used to working.

**2 THE GARDEN'S CONTRIBUTION TO EDUCATION AND THE CURRICULUM**

The Foundation Group together with Years One and Two use the Caterpillar Trail as part of their curriculum. Six pupils at a time from Year Four work in the fruit and vegetable garden each week with Mr. Pettigrew. It would be valuable if this resource was expanded for greater use throughout the school.

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

It was pleasing to see that the pupils were encouraged to compost and understood the value of their wormery. There were bird boxes and three log piles, one of which was designed to encourage hedgehogs and grass snakes. A small pond was well maintained and several native plants had been recently put in along the Caterpillar Trail.

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

A good range of fruit and vegetables were grown. The produce was used by the school kitchens and some plants were sold. I am sure that pupils would also enjoy having a cookery club, with tasting sessions, to make use of the garden produce. More herbs might then need to be grown.

**5 DESIGN, MANAGEMENT AND MAINTENANCE**

The general layout of the garden was well designed but many areas would benefit from more attention. Morrison vouchers had proved valuable for the fruit and vegetable garden and it was good to learn that Menphys pupils were also able to use this area. The garden relied on Mr. Pettigrew for care during the holidays.

I think that the school should be pleased with what has been achieved thanks to the hard work of Mr. Pettigrew, supported by Miss Woods. Following my assessment I am pleased to award the garden:-

**BRONZE**

**Graham Lamb**

Schools Judge East Midlands in Bloom

28<sup>th</sup> June 2012

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
10	5	14	14	7	50

## Small Saints Pre- School

The Chase, High Street, Holbeach, Lincolnshire PE12 7ED

Dear Mrs Britton,

I enjoyed being shown around by yourself and Mrs Wright and appreciated the hard work and enthusiasm shown by you both. The parents of Holbeach are very fortunate to have Small Saints Pre-School which gives such an excellent start to a child's education

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

All 170+ children are involved with the garden including the 5-11 year olds who are cared for at the start and end of each day. There are many containers around the school with different classes of children responsible for them. There is a good range of plants grown and the children are fully involved.

### **2 THE GARDEN'S CONTRIBUTION TO EDUCATION AND THE CURRICULUM**

Work is both child led and child centred. Potatoes and conkers are used for counting, leaves are put into sets, and paints are made from crushed leaves and petals. Children pick flowers and make posies, paint tulips and draw flowers. They also helped to make a scarecrow.

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

Muntjac deer have been seen in an adjoining field. There are several types of bird feeders and four new bird boxes. A pigeon has raised its young in a nest in a mesh just above where the children sit on a patio. There are four bat boxes, a bee box, a hedgehog box and many baby hedgehogs in a compost heap. There are log and leaf piles, a bug hotel, ladybird and butterfly houses. I liked the frog lodge of drain pipes. A small pond has sensory and insect-attracting plants, and wildflowers planted around it. The school does not have permission for more tree planting and so a few whips are being grown in pots.

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

Children bake cakes and biscuits and have picked their own plums and made jam and jam tarts. The vegetable garden has potatoes, carrots, onions, beans, lettuce, rocket and tomatoes with a blackcurrant and sweet peas. Raised beds to grow these crops may be easier and more enjoyable for the children to use. In other parts of the grounds classes have apple, pear, cherry and plum and different vegetables grown in pots.

### **5 DESIGN, MANAGEMENT AND MAINTENANCE**

Morrison vouchers have helped to obtain wheelbarrows and a water butt. The school, however, is a charity trust and has to raise all its funds. The grounds are very clean thanks to the children doing the weeding and cleaning. The school remains open throughout the year so watering is never a problem. The school plans to have more flower tubs, a wildflower area, wicker tee-pees in the adjoining field and for a member of staff to attend the forest school. To encourage re-cycling the children may like to use a Green Cone that will allow them to dispose of food waste naturally.

Following my assessment I am pleased to award the garden:

### **SILVER GILT**

**Graham Lamb**

Schools Judge for East Midlands in Bloom

3<sup>rd</sup> July 2012

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
14	18	17	16	17	82

[St John Fisher Catholic Primary Academy](#)  
Shenley Road, Wigston, Leicestershire LE18 3QL

Report to come

Awarded:-

**SILVER**

**Total Marks 72**

[Rachael Hemmings, Rupert Atkinson and Graham Lamb](#)

Judges for East Midlands in Bloom  
June 2012

St Mary's Catholic Primary School  
Cross Street, Chesterfield, Derbyshire S40 4ST

Dear Mr Catt

I was impressed with the effort and enthusiasm of you and the students, and I thank you for spending the time taking me round: it was lovely to share a chocolate bun with you all!

I have made the following notes, which I hope are helpful and relevant:

**Section 1: GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE**

It is noted that the school students are very active in the gardens and surrounding grounds

Each student that I spent time with on my visit was very knowledgeable about growing, and knew the names of plants pointed out.

The Gardening club is very active on a weekly basis and has a good all year presence, even in snow!

**Section 2: THE GARDEN'S CONTRIBUTION TO EDUCATION / CURRICULUM**

It was very encouraging to see that in good weather the outdoor spaces are used weekly for curriculum studies; the covered area, stage and outdoor learning area in the quads amongst the school buildings are used for teaching Maths and English, nature studies and PE. Each garden space visited includes some very informative boards that explain plant structures, life cycles of frogs and other subjects that relate to the outdoor world.

A group of students had put together a PowerPoint presentation of the garden through the seasons; this included the images taken by some budding photographers amongst the group, a very lovely way of recording and showing others the efforts of this team.

**Section 3: VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE**

The gardens that are in and amongst the buildings, play areas and attached to the classrooms all have wildlife and the environment in mind. The students have the responsibility for water collection in butts to water plants; each class recycles and composts their waste to put back onto the gardens. In the central garden there are bird boxes, little bug hotels and a bat box. Here is a little walk around a cluster of trees that was explained to me as the wildlife area; it is very small but there is really no space for it in this area. An idea could be to leave a corner of the school field to meadow thus attracting creatures there, then move the bird and bug boxes to that space too.

At the far end of the playground is a new area that is dedicated to vegetable growing and there are some new fruit trees planted.

Each garden I visited with the students is very well maintained. I was very impressed at the neatness, design and health of all the planting that I saw; I really liked the jubilee display in bedding plants and the sensory gardens.

**Section 4: GROWING FRUIT, VEGETABLES AND HEALTHY EATING**

I was impressed with the new raised bed area for growing more fruit and vegetables that adds to your other vegetable beds in the central garden and in the under fives garden. All your growing efforts are sold annually to make money to buy more seeds; I thought this was a really good idea.

**Section 5: DESIGN, MANAGEMENT AND MAINTENANCE**

It is clear that the gardening is very important in the school and all year groups benefit.

The gardens are all well organised, planned and immaculately kept and maintained.

All the school grounds are well kept, clean, and free of litter. Formerly unused planters near the access to the school and every nook and cranny are transformed into things of beauty with colourful blooms, fruit and vegetables. In place are plans for maintenance to the gardens through holidays.

Disabled access is considered in each of the spaces.

Following the assessment I am pleased to award the garden:

**SILVER GILT and BEST ORNAMENTAL GARDEN 2012**

**Rachael Hemmings**

Judge for East Midlands in Bloom, 2nd July 2012

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
15	17	14	15	18	79

St Peter and St Paul Primary School  
Upper Church Street, Syston, Leicestershire LE7 1HR

Dear Mrs Gamble,

We were pleased to both meet you and your husband and enjoyed seeing all the work that had gone in to producing from scratch a very good wildlife area that has lots of potential.

**1 GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE**

Shoana, Stacey, Olivier and James joined us and showed a good knowledge of the wildlife area. There is an Eco committee with two children from each class and a teacher and parent who manage and work regularly in this part of the garden. There are five raised beds with permanent planting, one of which was planted by the children.

**2 THE GARDEN'S CONTRIBUTION TO EDUCATION AND THE CURRICULUM**

A well designed area at the front of school had individually painted stones created by each member of the school. Stones in the wildlife area showed all the sponsors and media groups that had helped with the project. Several groups from the school and wider community use the wildlife area and it is used for parts of the curriculum such as science, maths, geography and Religious Education.

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

The school wildlife area is a gem and developing well. It has bird and bat boxes with the two bat boxes already well used. Birds are fed during the winter. There are homes for hedgehogs, log piles and a small pond with the edge made from some recycled astro turf. There were two bins and a box for composting. We liked the sand area to collect animal prints when they came to drink and the scrapbook made from a wallpaper book.

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

It was good to see the Syston White Plum being grown but with the exception of a few strawberries the school has, as yet, not started fruit and vegetable gardening. Some herbs were grown in the wildlife area.

**5 DESIGN, MANAGEMENT AND MAINTENANCE**

Children maintain the wildlife garden and several volunteers have keys to visit and carry out maintenance in the holidays. This area, which children helped to design, has wheelchair access. Mrs Gamble, with the support of her husband, and many other helpers are to be congratulated for what they have achieved in a very short time. The pupils we met clearly enjoyed learning and working in the wildlife area. Further development of the school grounds growing plants such as ornamentals and fruit and vegetables would help the teaching in a wide range of curriculum subjects.

Following the assessment of the judges we are pleased to award the garden:

**CERTIFICATE OF ACHIEVEMENT**

Rachel Hemmings, Rupert Atkinson, Graham Lamb

School Judges, East Midlands in Bloom  
27<sup>th</sup> June 2012

[Thorneywood Education Base](#)  
Fairhead Close, Nottingham NG3 3AL

Dear Ann Saward,

Thank you to you and your students for showing me around your garden spaces in the grounds of the base. I was very impressed with the enthusiasm of the students for being outside and learning about growing and the outdoor environment. I have made the following notes, which I hope are helpful and relevant:

**Section 1: GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE**

It is noted that the students (even though in some cases not at their best) are very active in the gardens and surrounding grounds.

The students I met were really keen on being outdoors and did recognise a large number of the plants pointed out. From the raised beds where they grow vegetables outside the classroom doors; the poly tunnel, orchard and wildlife areas; each space, even though laid out on quite a steep slope, is really well used, cherished and key to educational development.

**Section 2: THE GARDEN'S CONTRIBUTION TO EDUCATION / CURRICULUM**

The garden space here plays a large part in daily education and adds to all the year groups' development in numeracy and literacy with poems read and written here. Also outside, the students get drumming lessons and use the space for physical activity, den building and science e.g. leaf identification and generally use this inspiring space therapeutically.

**Section 3: VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE**

These gardens are built around principles of gardening organically and the attraction of wildlife; there are several ponds and pools for frogs, and the students have built habitat homes in several spots. The newly completed woodland walk is great fun and well thought out. In the future, as the centre is so wooded, I suggest adding a bat box to see if any would take up residence.

Within the grounds are points in which to observe nature amongst the woodland walk and in the meadow. Compost is made from garden waste and used in the tunnel, raised beds, and to fill the new African 'Keyhole' garden.

**Section 4: GROWING FRUIT, VEGETABLES AND HEALTHY EATING**

Fruit and vegetables are grown in the raised beds outside the classrooms for all ages, and more could be added to the younger age classes raised beds in the future as they were sparse, but the weather and time allotted to these spaces is limiting.

The older group that showed me round showed their poly tunnel that is full of tomatoes, salads and companion growing methods. These students have completed OCN's in herb gardening and grow and pick vegetables to eat and share amongst staff at the centre.

I was really impressed with the newly built Keyhole garden that will be planted in the coming sessions.

**Section 5: DESIGN, MANAGEMENT AND MAINTENANCE**

The quality of plants and produce at the base are really good, and the orchard trees and meadow are well maintained. The poly tunnel, three sister's bed, herbaceous and pond areas are just lovely.

It is clear that gardening is very important in the education and rehabilitation of students and I commend you on your enthusiasm and abilities.

You are fantastic education centre and I wish you all the best for your future gardening activities.

Following assessment the following award is made:- **SILVER GILT**

**And in recognition of the obvious effort and progress, and the real contribution to the work at Thorneywood, the three BGSA judges (Rachael Hemmings, Rupert Atkinson and Graham Lamb) are awarding you:**

**BEST FRUIT AND VEGETABLE GARDEN FOR 2012**

**Rachael Hemmings**, Judge for East Midlands in Bloom, 29th June 2012

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
15	17	15	16	15	78



## Whitegate House Kindergarten

Whitegate Hill, Caistor, Lincolnshire LN7 6SW

Dear Angela,

Thank you very much for showing me round your school garden, and it was so good to see the enthusiasm of the children. There are many things that are impressive and I have these comments to make:-

### **GARDENING ACTIVITIES, SKILLS AND KNOWLEDGE**

You have developed some very good raised beds, and you do make a point of discussing the ideas of crop rotation. The children do know which plants they are growing in the beds and the 5-11's in the pre and post school Kids Club have been involved in ideas for planting. You have had ZOOLAB on site with their bugs.

### **THE GARDEN'S CONTRIBUTION TO EDUCATION AND CURRICULUM**

As you so accurately point out, knowledge of plants and gardening begins in discussing discoveries as the children (under 5) are involved hands-on, discovering shape / size, feel and texture. Your use of the structure of a tree as an analogy for the use of words in language is inventive. You have a corner podium as an outdoor "stage", and you have an area for seating in a class. The children are involved in growing plants from seed in the greenhouse. You have a "music" area with saucers to strike.

### **VALUE IN SUSTAINING THE ENVIRONMENT AND WILDLIFE**

You have bird feeders, bird boxes and log piles, and you use the compost heaps to discover insects etc. You put excess fruit into compost being wary of orange skins! You have weeks of bird watching (and listening!) each year. There are pheasants on the site and you have had hen chicks in the classroom, and you have butterflies emerging from cocoons. A "jubilee" Prunus tree has been bought to plant. You compost extensively and collect water in a water butt for the beds. You have a small wild flower area but plan to have much larger wildflower area next to the new car park you are planning in the next field.

Perhaps a small pond could be added to the plan?

### **GROWING FRUIT/VEGETABLES AND HEALTHY EATING**

In an excellent separate area you have several raised beds and an extensive range of vegetables is grown, including cabbages, carrots, courgettes, peas, broccoli, salad items, parsnips, spinach, beans etc. You also grow soft fruit such as strawberries and raspberries. Considering the dreadful growing year the plants were progressing relatively well! You grow from seed and also take in plants from parents etc.

You do also grow herbs, and have made soup from produce.

You have a number of fruit trees and the children eat the fruit, and you have even tried crushing the apples and pears for juice.

### **DESIGN/MANAGEMENT AND MAINTENANCE**

The garden area was very clean and well kept. There are spring bulbs, sunflowers, and there are plenty of places to sit.

There is a greenhouse and a summer house, a large raised bed area with composting and a water butt, and a grassed flat area with raised banks planted to attract wildlife.

**SUMMARY:** Taken together this is a well presented and active garden.

Marks out of 20 are awarded under each heading above and I am pleased to award the garden:-

### **SILVER AWARD**

**Rupert Atkinson**

Judge for East Midlands in Bloom, 29<sup>th</sup> June 2012

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL
14	12	14	16	14	70