

Di Alexander,
 Birch Wood Vale Special School
 Burton Road
 Melton Mowbray
 Leics. LE131DN

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Dear Di

Thank you for seeing me on 10th July 2018 and please pass on my thanks to Louis, Fraser, Luke and Meghan for showing me around the different gardens. It is clear that you have put in a huge amount of work to design and create the gardens and accessible pathways through them and credit must go to the premises team, staff, pupils and everyone who has helped make them such an asset to the school. It was a delight to see what you have achieved and hear of your ambitious plans for the future.

The following shows where I consider you are doing really well and where you are looking to achieve more.

SECTION 1 Gardening Activities, Skills and Knowledge	Developing	Good	Very Good	Excellent	Doesn't Apply
Involvement of each class in the garden. No. of pupils			X		
Activities that develop skills and knowledge			X		
Year round gardening/growing activities		X			
Gardening club(s) with regular meetings					X
Raised beds or plots			X		
Principals of rotation/ timing and growing cycles	X				
Range of crops, annuals, perennials		X			
Basic plant recognition		X			
SECTION 2 Garden's Contribution to Education & the Curriculum	Developing	Good	Very Good	Excellent	Doesn't Apply
Classes held outdoors			X		
Imaginative use of the garden in teaching			X		
Wide range of curriculum subjects covered			X		
Use of outdoor classroom			X		
Average time students spend in the garden each week			X		
SECTION 3 Value in sustaining the environment and wildlife	Developing	Good	Very Good	Excellent	Doesn't Apply
Effective composting and water collection		X			
Planting to encourage wildlife		X			
Examples of features for wildlife		X			
Evidence of wildlife observation		X			
Student knowledge of wildlife		X			

SECTION 4 Growing Fruit and Vegetables & Healthy Living	Developing	Good	Very Good	Excellent	Doesn't Apply
Pupil involvement and knowledge of growing food			X		
Range of fruit, vegetables and herbs grown			X		
Quality of food grown		X			
Making use of food produced			X		
Food awareness from plot to plate			X		
SECTION 5 Design, Management and Maintenance	Developing	Good	Very Good	Excellent	Doesn't Apply
Overall impression, maintenance, hard landscape features, plant quality.			X		
Garden layout, displays, accessibility, health & safety				X	
Care and maintenance by pupils		X			
Holiday maintenance		X			
Future plans				X	
Links to sponsorship and advice			X		

MARKS AWARDED

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL MARKS
13	16	12	16	16	73

SCHOOL GARDEN AWARD SILVER

Judges Comments

You have used the opportunity of new land to create an amazing set of growing spaces for your pupils. The pond and meadow area is a delight. It is beautifully constructed, and the wildflower turf looked fabulous. You have planted new trees which, like the meadow turf will require considerable care to help them establish but will provide great features and learning opportunities for your pupils. I liked the way in which you have created calm, quiet spaces in your garden and its design is sensitive to your pupils needs. In its first year of growing (from donated plants) you have shown the potential of your gardens and as you are able to plant up more it will look even more fabulous. You have grown a good range of edibles and I was particularly impressed with the way you had linked it to Food for Life, the literacy and science curriculums as well as day to day life skills especially cooking, teamwork and communication. The recipes using your produce were very well chosen. You may also want to explore how you can use the garden to contribute to the arts and creative elements of the curriculum. Your care in choosing pollinator friendly plants was good and you have scope to create more environmental learning opportunities as your garden develops and you clearly have plans in this respect.

The greenhouse will be a great asset and though only just erected it is already becoming useful and I am sure you will be able to use it extensively alongside your polytunnel.

Your grandparents and family days for collaborative working on the garden were a success and an excellent way to enable inter-generational learning and I am sure you could repeat that as and when you need more adult help to progress the garden and keep on top of all the work. From them you have clearly identified expertise that you can draw on to help guide you through the growing seasons.

Joyce Slater

24th June 2019

Cambridge Park Academy 16-19 years
Cromwell Road
Grimsby



www.eastmidlandsinbloom.co.uk

info@eastmidlandsinbloom.co.uk

Dear Allyson and Kim,

You are indeed very enthusiastic and caring members of the Academy and I was so impressed with what you are achieving not just in school but in the community as well. After I left you I visited the community garden and photographed the hanging baskets and planters that your students had helped with. I appreciated meeting Cara, Holly, Safron and Maia. Please thank them.

SECTION 1 Gardening Activities, Skills and Knowledge	Developing	Good	Very Good	Excellent	Doesn't Apply
Involvement of each class in the garden. No. of pupils				*	
Activities that develop skills and knowledge				*	
Year round gardening/growing activities				*	
Gardening club(s) with regular meetings					*
Raised beds or plots		*			
Principals of rotation/ timing and growing cycles					*
Range of crops, annuals, perennials			*		
Basic plant recognition		*			

SECTION 2 Garden's Contribution to Education & the Curriculum	Developing	Good	Very Good	Excellent	Doesn't Apply
Classes held outdoors				*	
Imaginative use of the garden in teaching			*		
Wide range of curriculum subjects covered		*			
Use of outdoor classroom				*	
Average time students spend in the garden each week				*	

SECTION 3 Value in sustaining the environment and wildlife	Developing	Good	Very Good	Excellent	Doesn't Apply
Effective composting and water collection			*		
Planting to encourage wildlife		*			
Examples of features for wildlife		*			
Evidence of wildlife observation	*				
Student knowledge of wildlife	*				

SECTION 4 Growing Fruit and Vegetables & Healthy Living	Developing	Good	Very Good	Excellent	Doesn't Apply
Pupil involvement and knowledge of growing food			*		
Range of fruit, vegetables and herbs grown			*		
Quality of food grown				*	
Making use of food produced				*	
Food awareness from plot to plate				*	

SECTION 5 Design, Management and Maintenance	Developing	Good	Very Good	Excellent	Doesn't Apply
Overall impression, maintenance, hard landscape features, plant quality.				*	
Garden layout, displays, accessibility, health & safety			*		
Care and maintenance by pupils			*		
Holiday maintenance		*			
Future plans				*	
Links to sponsorship and advice				*	

MARKS AWARDED

<u>SECTION 1</u> 16	<u>SECTION 2</u> 17	<u>SECTION 3</u> 9	<u>SECTION 4</u> 18	<u>SECTION 5</u> 16	<u>TOTAL MARKS</u> 76
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SCHOOL GARDEN AWARD : SILVER GILT

Judge's Comments

It was pleasing to learn that all your 29 special educational needs students have a day each week involved with horticulture starting each day with theory and then having practical work for the rest of the day. You use Asdan courses to develop skills, have gained RHS level 3 and have entered their Big Soup Competition.

You work with local community groups planting Woodland Trust native trees in the neighbourhood. You also help with a community garden and summer displays planting up 90 hanging baskets, 30 lamp post baskets and a few planters. Many of the plants grown on by the students.

I liked the variety of fruit and vegetables that are grown. Each student has seed potatoes from the British Potato Council and, when harvested, the students cook as jackets, wedges and chips. Their strawberries become Eton Mess, Cheesecake, fruit salad, custard tart. Fruit and Vegetables are taken home but largely cooked in school by the students.

It would be good to have more wildlife homes including a pond if permission could be given.

I hope you can get an irrigation system to help, particularly, with holiday maintenance. Acquiring the area of land next to the school would open up many further possibilities.

An excellent first time entry

Graham Lamb

East Midlands in Bloom School Garden Judge

5th July 2019

Cambridge Park Academy 11-16 years
Cambridge
Grimsby



EAST MIDLANDS

www.eastmidlandsinbloom.co.uk

info@eastmidlandsinbloom.co.uk

Dear Iain,

Many thanks for giving us such an interesting visit. I gained a very good insight into the problems and the help that the Academy is able to give to students who have special educational needs. It is pleasing that you find the outside garden is such a useful tool in helping develop the skills that they require.

The following shows where I consider you are doing well and where you are looking to achieve more.

SECTION 1	Developing	Good	Very Good	Excellent	Doesn't Apply
Gardening Activities, Skills and Knowledge					
Involvement of each class in the garden. No. of pupils				*	
Activities that develop skills and knowledge			*		
Year round gardening/growing activities			*		
Gardening club(s) with regular meetings	*				
Raised beds or plots			*		
Principals of rotation/ timing and growing cycles					*
Range of crops, annuals, perennials		*			
Basic plant recognition			*		

SECTION 2	Developing	Good	Very Good	Excellent	Doesn't Apply
Garden's Contribution to Education & the Curriculum					
Classes held outdoors				*	
Imaginative use of the garden in teaching			*		
Wide range of curriculum subjects covered				*	
Use of outdoor classroom				*	
Average time students spend in the garden each week				*	

SECTION 3	Developing	Good	Very Good	Excellent	Doesn't Apply
Value in sustaining the environment and wildlife					
Effective composting and water collection	*				
Planting to encourage wildlife		*			
Examples of features for wildlife		*			
Evidence of wildlife observation	*				
Student knowledge of wildlife	*				
SECTION 4	Developing	Good	Very Good	Excellent	Doesn't Apply
Growing Fruit and Vegetables & Healthy Living					
Pupil involvement and knowledge of growing food			*		
Range of fruit, vegetables and herbs grown		*			
Quality of food grown			*		
Making use of food produced			*		
Food awareness from plot to plate		*			

SECTION 5 Design, Management and Maintenance	Developing	Good	Very Good	Excellent	Doesn't Apply
Overall impression, maintenance, hard landscape features, plant quality.			*		
Garden layout, displays, accessibility, health & safety			*		
Care and maintenance by pupils			*		
Holiday maintenance		*			
Future plans		*			
Links to sponsorship and advice		*			

MARKS AWARDED

<u>SECTION 1</u> 13	<u>SECTION 2</u> 19	<u>SECTION 3</u> 8	<u>SECTION 4</u> 12	<u>SECTION 5</u> 12	<u>TOTAL MARKS</u> 64
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SCHOOL GARDEN AWARD **SILVER**

Judge's Comments

Your outdoor classroom area looks very useful for a variety of learning skills and I'm sure the children like going outside to count leaves for a maths lesson and would have enjoyed making a witches brew as part of a story writing session. What a wonderful way to learn about the life cycle of a butterfly by developing your own and then releasing them into the school garden.

It was nice to see the fruit and vegetables that you had produced and that the school kitchens use them. I thought it was wise that you don't insist on students taking them home as some parents wouldn't value what their children had done.

You can't keep children after school when they are bussed home but a regular Garden Club at lunch time to grow vegetables in the unused beds could generate a lot of interest. When the greenhouse is back in use this could be used to propagate plants that gives a great feeling of success.

I noted that you had a compost bin and are planning to collect water. You have a bug hotel, a log pile and some bird boxes but I didn't see bird feeders.

Science has a recycling hub and some of the other classrooms collect waste including aluminium.

Morrisons, Wickes and a garden centre have each donated £50 in goods and the school has been sponsored £1500.

A good first time entry. Well Done

Graham Lamb

East Midlands in Bloom School Garden Judge

5th July 2019

Canon Peter Hall C of E Primary School
Pelham Road,
Immingham, DN40 1JS

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info@eastmidlandsinbloom.co.uk

Dear Andrea and Sue ,

Thank you for accommodating my visit on Wednesday July 10th. I really enjoyed being shown around by Shae, Harley and Julia from the Forest School Company and your good selves on what was a beautiful sunny and warm morning! Their enthusiasm and knowledge was impressive and a credit to them and your team at Canon Peter Hall.

The following report shows where I consider you are doing well and where you are looking to achieve more. I do hope it is helpful.

SECTION 1 Gardening Activities, Skills and Knowledge	Developing	Good	Very Good	Excellent	Doesn't Apply
Involvement of each class in the garden. No. of pupils				*	
Activities that develop skills and knowledge				*	
Year round gardening/growing activities			*		
Gardening club(s) with regular meetings			*		
Raised beds or plots			*		
Principals of rotation/ timing and growing cycles			*		
Range of crops, annuals, perennials			*		
Basic plant recognition			*		
SECTION 2 Garden's Contribution to Education & the Curriculum	Developing	Good	Very Good	Excellent	Doesn't Apply
Classes held outdoors				*	
Imaginative use of the garden in teaching			*		
Wide range of curriculum subjects covered			*		
Use of outdoor classroom				*	
Average time students spend in the garden each week			*		
SECTION 3 Value in sustaining the environment and wildlife	Developing	Good	Very Good	Excellent	Doesn't Apply
Effective composting and water collection		*			
Planting to encourage wildlife			*		
Examples of features for wildlife				*	
Evidence of wildlife observation				*	
Student knowledge of wildlife				*	
SECTION 4 Growing Fruit and Vegetables & Healthy Living	Developing	Good	Very Good	Excellent	Doesn't Apply
Pupil involvement and knowledge of growing food					
Range of fruit, vegetables and herbs grown			*		
Quality of food grown			*		
Making use of food produced			*		
Food awareness from plot to plate		*			

SECTION 5 Design, Management and Maintenance	Developing	Good	Very Good	Excellent	Doesn't Apply
Overall impression, maintenance, hard landscape features, plant quality.			*		
Garden layout, displays, accessibility, health & safety			*		
Care and maintenance by pupils			*		
Holiday maintenance			*		
Future plans				*	
Links to sponsorship and advice				*	

MARKS AWARDED

<u>SECTION 1</u>	<u>SECTION 2</u>	<u>SECTION 3</u>	<u>SECTION 4</u>	<u>SECTION 5</u>	<u>TOTAL MARKS</u>
15	15	19	14	15	78

SCHOOL GARDEN AWARD SILVER GILT

Judge's Comments

The school continues to forge its links with local businesses and gain support with donations of items (logs, to continue the excellent Forest School experiences it provides for the children across school but also in developing the 'life skills' experiences to enrich the curriculum. The local ABP group are helping in the reconstruction of the outdoor building roof and water collection system to include planned water butts as a sustainability factor to the outdoor learning/ plant care. The regular cross phase work with the local Secondary school groups is proving itself in helping the transition process and self- esteem of pupils who take part.

The Forest School Company has continued its good work in fundraising on a local and global aspect. I enjoyed hearing all about the 'sensitive plants' they grew and the Light In Africa charity they supported through various fundraising events throughout the year.

The photographic book in which there was a record of activities that have occurred all year round was very helpful in 'painting' a picture of curriculum links being made and the development of the children's ideas and activities. A great way to celebrate!

The school have been busy developing wildflower plugs and seed in the area near the pond and I would suggest the introduction of Yellow Rattle would help control the grass grow back.

The garden/ Forest School Company members have been involved with Immingham Bloom and planting a variety of plant pots which were used by the local church in their community display and now attractively welcomes visitors at the front of school. A gardening highlight of the visit! The old poly tunnel has been re-used as a shelter in the woodland area the new one has been used to grow a variety of vegetable seeds and a super courgette! The new veg plots contained a range of produce that the children have had the opportunity to taste (plot to plate)- the strawberries were delightful thank you! The vegetable beds will help the children understand the principles of rotation and the new fruit bushes have settled in well. I am sure the children will enjoy using them in their outdoor cooking sessions along with the established apples they harvest. Taster sessions have been enjoyed by children at lunchtimes at various times through- out the year.

The unused raised beds have become a wild area but must be managed carefully so not to look unattractive and to encourage wildlife in – perhaps incorporate some more wildflower seeds and bee/insect homes if that is the long term plan Use the Comfrey to make plant fertilizer to use on veg plots and in flower beds. Perhaps some identification outdoor charts for plants and mini beasts so other staff build confidence and to encourage the children's independence/ knowledge to name what they find.

The pond and other wildlife features (frog/toad homes/ bird boxes/ 'Bugkingham' Palace) were evident around the grounds and their use is being developed across the curriculum / year groups. A composter is in place in the corner of the veg area and its contents needs to be used in next seasons gardening plan. I would like to see the consideration of a worm composter for fruit / veg peelings waste to engage the children in the process and consequent use of compost and worm wee as a plant food by the Forest School Company Team.

Parents are encouraged to be part of the outdoors adventure at Canon Peter Hall ,which is commendable, and one has actually made a wellington rack for the school and another actively created a frog/toad home on the grounds. Perhaps to further encourage them to participate why not develop the Quad garden as a focused project? I think a revamp and replant could create a flowering haven for bees and butterflies. This is an area that lends itself to enhancing the 'gardening' element of the grounds development and use of the RHS Schools Campaign for Gardening could also help engage other less experienced staff gardeners to use it with the children as part of their curriculum.

Well done to you, this is a place where Getting Outdoors is a key part of life skills and is definitely valued for what it does for the children's wellbeing and learning. Alongside your adventures outdoors keep up the green fingered work with the gardening. Good luck !

Emma Schofield

10th JULY 2019

Hardwick House School
190 Forest Road,
Loughborough



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info@eastmidlandsinbloom.co.uk

Dear Sarah Unwin,

Many thanks for making time for me to visit the school with its garden and forest school facilities. With your school having a wide range of ages but a small number of students, it was very interesting to see how the garden and the wooded area around Hardwick House is used as a valuable learning resource which clearly benefits the school community.

The following shows where I consider you are doing well and where you can develop more.

SECTION 1 Gardening Activities, Skills and Knowledge	Developing	Good	Very Good	Excellent	Doesn't Apply
Involvement of each class in the garden. No. of pupils			*		
Activities that develop skills and knowledge			*		
Year-round gardening/growing activities			*		
Gardening club(s) with regular meetings					*
Raised beds or plots			*		
Principals of rotation/ timing and growing cycles		*			
Range of crops, annuals, perennials		*			
Basic plant recognition					*

SECTION 2 Garden's Contribution to Education & the Curriculum	Developing	Good	Very Good	Excellent	Doesn't Apply
Classes held outdoors			*		
Imaginative use of the garden in teaching			*		
Wide range of curriculum subjects covered			*		
Use of outdoor classroom				*	
Average time students spend in the garden each week				*	

SECTION 3 Value in sustaining the environment and wildlife	Developing	Good	Very Good	Excellent	Doesn't Apply
Effective composting and water collection				*	
Planting to encourage wildlife				*	
Examples of features for wildlife				*	
Evidence of wildlife observation				*	
Student knowledge of wildlife					*

SECTION 4 Growing Fruit and Vegetables & Healthy Living	Developing	Good	Very Good	Excellent	Doesn't Apply
Pupil involvement and knowledge of growing food				*	
Range of fruit, vegetables and herbs grown				*	
Quality of food grown			*		
Making use of food produced			*		
Food awareness from plot to plate			*		

SECTION 5 Design, Management and Maintenance	Developing	Good	Very Good	Excellent	Doesn't Apply
Overall impression, maintenance, hard landscape features, plant quality.			*		
Garden layout, displays, accessibility, health & safety				*	
Care and maintenance by pupils				*	
Holiday maintenance				*	
Future plans			*		
Links to sponsorship and advice					*

MARKS AWARDED

<u>SECTION 1</u> 11	<u>SECTION 2</u> 17	<u>SECTION 3</u> 18	<u>SECTION 4</u> 15	<u>SECTION 5</u> 17	<u>TOTAL MARKS</u> 78
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SCHOOL GARDEN AWARD Silver Gilt

Judge's Comments

It was very good to see all the woodland area with the outdoor classrooms, the art installations, the chickens and the other pet cages some of which were just being renovated by a group of children with a member of staff. Your vegetable beds looked good, and the children clearly knew the plants and liked eating some of the peas ready for picking. There was evidence of clever use of mulching and composting, and the watering system was interesting to see. One of your teachers has Forest School training and seems to have developed this area with the students in a very effective way. Children of all ages can enjoy the changing natural world throughout the seasons by actively taking part in looking after plants and wildlife. What I particularly liked was that students seemed to be very much in charge of some of the technical installations and knew what they were doing.

I was very impressed by the way in which cooking and understanding nutrition seemed to be part of everyday activities and part of the science curriculum too.

Maybe there could have been more time for me to speak to some of the children about their experience of gardening and enjoying the wildlife areas. Also, it would have been nice to be shown some material in the form of student work or photos, to show the work going on during the year. But on the whole, I could see that your children are actively involved in gardening and outdoor activities which must be very beneficial to their educational and personal development.

Martha Wörsching

East Midlands in Bloom School Garden Judge

5th July 2019



Dear Darran,

Thank you for accommodating my visit on Thursday July 4th. Both Becky and I really enjoyed being shown around by all the children from across school (Maddison, Robbie, Michael, Marshal, Eva, Harry, Taylor, Rowan, Rio, Blu, Hayden, Frankie, Poppy, George, Ada, Lewis, Oliver, Chloe, Diya and Isabelle) on what was a bright, sunny day. What a team of green fingered, green minded champions you are growing at Holbeach Primary Academy. With your enthusiasm, support from staff, parents and Graham from the Holbeach in Bloom Team I can really see how things have 'Bloomed' since my visit last year.

The following report shows where I consider you are doing well and where you are looking to achieve more. I do hope it is helpful.

SECTION 1 Gardening Activities, Skills and Knowledge	Developing	Good	Very Good	Excellent	Doesn't Apply
Involvement of each class in the garden. No. of pupils		*			
Activities that develop skills and knowledge			*		
Year round gardening/growing activities	*				
Gardening club(s) with regular meetings		*			
Raised beds or plots		*			
Principals of rotation/ timing and growing cycles	*				
Range of crops, annuals, perennials		*			
Basic plant recognition		*			
SECTION 2 Garden's Contribution to Education & the Curriculum	Developing	Good	Very Good	Excellent	Doesn't Apply
Classes held outdoors		*			
Imaginative use of the garden in teaching		*			
Wide range of curriculum subjects covered		*			
Use of outdoor classroom	*				
Average time students spend in the garden each week	*				
SECTION 3 Value in sustaining the environment and wildlife	Developing	Good	Very Good	Excellent	Doesn't Apply
Effective composting and water collection	*				
Planting to encourage wildlife		*			
Examples of features for wildlife		*			
Evidence of wildlife observation	*				
Student knowledge of wildlife		*			
SECTION 4 Growing Fruit and Vegetables & Healthy Living	Developing	Good	Very Good	Excellent	Doesn't Apply
Pupil involvement and knowledge of growing food		*			
Range of fruit, vegetables and herbs grown			*		

Quality of food grown	*				
Making use of food produced		*			
Food awareness from plot to plate	*				
SECTION 5 Design, Management and Maintenance	Developing	Good	Very Good	Excellent	Doesn't Apply
Overall impression, maintenance, hard landscape features, plant quality.			*		
Garden layout, displays, accessibility, health & safety			*		
Care and maintenance by pupils			*		
Holiday maintenance				*	
Future plans				*	
Links to sponsorship and advice				*	

MARKS AWARDED

<u>SECTION 1</u>	<u>SECTION 2</u>	<u>SECTION 3</u>	<u>SECTION 4</u>	<u>SECTION 5</u>	<u>TOTAL MARKS</u>
12	11	11	12	17	<u>63</u>

SCHOOL GARDEN AWARD SILVER

Judge's Comments

What a warm welcome we received from children, staff and flowerpot people made by the children in years 3 and 4! The enthusiasm by Darren and the pride he has in the developments of the site are to be celebrated- Well Done! This is a school that we want to see continue their growing journey, not just for 'In Bloom', but because it's clear they value the outdoors and its positive effect on the well- being and learning of its pupil and how it is valued by the community.

This entry for the schools' garden competition saw some areas well developed and some developing, it comprised of several parts that were spread across the school grounds. The new herb recycled bottle planters on a pallet wall were a welcome addition in an underused area and 'Colin the caterpillar', made from recycled flowerpots began a strong theme of reusing plastics throughout the gardens. We moved on to see a variety of raised and ground level beds filled with a variety of veg, fruit bushes and flowering annuals and each themed garden showed that consideration of what had been chosen and care of the plots was clearly important to the children. A watering station and timetable, alongside the Breakfast Club early morning watering regime, showed that the children were keen to keep their baskets, beds and borders looking good! A new irrigation system to keep the hanging baskets watered is under construction and funded through strong links with the Holbeach in Bloom group. The gardening club and several key learning/ pastoral groups with in school had responsibility for key aspects of the garden and were keen to share their knowledge with the judges. The mini portfolios and displays, as we walked around, were evidence of the efforts made, including a celebration of the involvement of parents in the development of the pond area (and area to really see develop as the wildlife invades and children get to use it for dipping through the Science curriculum!!)

On the other side of the school buildings is the Reception class area and this has some beds and recycled bottle pots along the fence line, which the children had access to. Currently they contain a few vegetables that the children are growing, some annual plants and we enjoyed seeing some recycled bird planters of which they were justly proud to encourage birdlife into their outdoor space. The fairy garden brightened a dull space but some living plants in pots would have brought it to life a little more!

Key things to consider are the use of down pipes all around the school building to incorporate water butts to aid the water conservation and with all the trees perhaps a leaf mulch composting area to be developed to further improve composting. You have made good efforts with encouraging wildlife but maybe an area to develop further with bug hotels, log piles etc. We noted, sadly, the influence on the school's garden by the recent floods and some bad weather which amongst other things, caused the greenhouse to be blown away. This consequently meant that seed to plant and all year round gardening has been an issue but the school are hoping to invest in a poly tunnel for next year and we hope to see further developments with regard to perennial and more long term all year round gardening established. Use of the RHS schools campaign may help teachers to become more involved with planning gardening into their creative curriculum might be a good next step to encourage more Outdoor linked learning and develop the use of grounds for all children across the school.

This school garden has moved on since a year ago , in all its facets, it has a lot of potential for future development and plans include an Outdoor Forest Schools area and furthermore permanent garden areas in the grounds are being considered. I look forward to seeing and hearing about the progress.

JUDGE: Mrs Emma Schofield and Mrs Becky Mayfield

DATE: 04/07/19

Ms Christine Smith
Holy Trinity Academy
Boundary road
Newark
Notts. NG244AU



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info@eastmidlandsinbloom.co

Dear Christine

Thank you for see Julie Byrne and me on 10th June 2019 and please pass on our thanks to Ms Hayes, Ryan, Maisie, George, Lennox, Nadia, Evie, Georgia & Iannys for showing us all your gardening activity in the rain. You have continued to maintain your extensive gardens to a very high standard and we were delighted to see that you had used your garden in so many different ways. The following shows where we consider you are doing well and where you are looking to achieve more. We hope this is helpful.

SECTION 1 Gardening Activities, Skills and Knowledge	Developing	Good	Very Good	Excellent	Doesn't Apply
Involvement of each class in the garden. No. of pupils				x	
Activities that develop skills and knowledge				x	
Year round gardening/growing activities				x	
Gardening club(s) with regular meetings				x	
Raised beds or plots				x	
Principals of rotation/ timing and growing cycles				x	
Range of crops, annuals, perennials				x	
Basic plant recognition				x	
SECTION 2 Garden's Contribution to Education & the Curriculum	Developing	Good	Very Good	Excellent	Doesn't Apply
Classes held outdoors				x	
Imaginative use of the garden in teaching				x	
Wide range of curriculum subjects covered			x		
Use of outdoor classroom				x	
Average time students spend in the garden each week				x	
SECTION 3 Value in sustaining the environment and wildlife	Developing	Good	Very Good	Excellent	Doesn't Apply
Effective composting and water collection			x		
Planting to encourage wildlife				x	
Examples of features for wildlife				x	
Evidence of wildlife observation				x	
Student knowledge of wildlife				x	
SECTION 4 Growing Fruit and Vegetables & Healthy Living	Developing	Good	Very Good	Excellent	Doesn't Apply
Pupil involvement and knowledge of growing food				x	

Range of fruit, vegetables and herbs grown				x	
Quality of food grown				x	
Making use of food produced				x	
Food awareness from plot to plate				x	
SECTION 5 Design, Management and Maintenance	Develo- ping	Good	Very Good	Excellent	Doesn't Apply
Overall impression, maintenance, hard landscape features, plant quality.				x	
Garden layout, displays, accessibility, health & safety				x	
Care and maintenance by pupils				x	
Holiday maintenance				x	
Future plans			x		
Links to sponsorship and advice				x	

MARKS AWARDED

<u>SECTION 1</u>	<u>SECTION 2</u>	<u>SECTION 3</u>	<u>SECTION 4</u>	<u>SECTION 5</u>	<u>TOTAL MARKS</u>
19	18	19	18	19	93

SCHOOL GARDEN AWARD : GOLD

Judges Comments

The work of the gardening club and the excellent horticulture shown to the judges is a real asset to the School and its learning environment. The judges were very impressed with the commitment of Christine Smith and the breadth and range of gardening she has supported in the School. A few more adult volunteers (perhaps from the Church or parents) would enable her to ensure that the gardening club is accessible to more pupils.

The completion of the beds around the school buildings has really made a difference to the school and the thoughtful choice of plants has worked well for both ease of maintenance and overall all year round greening of the built environment.

Ecoland continues to be fantastic resource and we were delighted to hear about the hedgehog rescue, the Big Bird watch & citizen survey as well as your forest school and work with the local ranger. The WW1 trench digging & poppy planting was very poignant & good cross curriculum learning. It would be good to see closer links with the core maths and science curriculum and there are resources available for teachers. We were impressed with the "Lost Words" chair in Eco land and we are sure that the linked writing and artwork project will engage your pupils. We hope your "Grow on film it" film receives an award and the school 50th Anniversary pebble memory path project for past pupils is a success.

The new class 1 growing area is delightful. The liturgical garden and pupil artwork on the banner (changing throughout the year) is excellent. It was really good to see pupils design, plant and maintain a flower bed in the nearby Sconce Park to benefit the wider community. Good use has been made of external funding alongside donations of trees, different varieties of potatoes, bark mulch and topsoil from individuals and allotmenters. Recycling is an important theme and the re-use of tyres and use of paper pots has worked well. The range of perennials, herbs, fruit and vegetables grown in beds and poly-tunnels alongside companion planting is impressive. You may like to consider growing green manures & top fruit. With such a multicultural school you might also like to explore growing more unusual vegetables from other cultures. With the loss of your tap the watering, rainwater harvesting and water management remains a challenge and the judges note the hard work of the pupils in keeping plants watered, especially in the poly tunnel. You have successfully delivered a very ambitious plan for your school gardens and you should be rightly proud of what you have achieved

Joyce Slater and Julie Byrne 10th June 2019

Chris Haggett
Long Field Academy
Ambleside Way
Melton Mowbray
LE130BN



www.eastmidlandsinbloom.co.uk
info@eastmidlandsinbloom.co

Dear Chris

Thank you for showing me around your school on the 26th June 2019 and please pass on my thanks to your pupils Emily, Chloe, Ellen, Amy, Geraldine and Charlotte and your colleagues Lisa Atterbury & Tracey Duncan for showing me your herb & rainbow wheelbarrows, cactus garden, teapots, planters, wildlife pond & garden and the achievements of your gardening club.

The following shows where I consider you are doing well and where you are looking to achieve more. I hope this is helpful.

SECTION 1 Gardening Activities, Skills and Knowledge	Developing	Good	Very Good	Excellent	Doesn't Apply
Involvement of each class in the garden. No. of pupils		X			
Activities that develop skills and knowledge	X				
Year round gardening/growing activities	X				
Gardening club(s) with regular meetings			X		
Raised beds or plots	X				
Principals of rotation/ timing and growing cycles	X				
Range of crops, annuals, perennials		X			
Basic plant recognition		X			
SECTION 2 Garden's Contribution to Education & the Curriculum	Developing	Good	Very Good	Excellent	Doesn't Apply
Classes held outdoors		X			
Imaginative use of the garden in teaching		X			
Wide range of curriculum subjects covered		X			
Use of outdoor classroom	X				
Average time students spend in the garden each week	X				
SECTION 3 Value in sustaining the environment and wildlife	Developing	Good	Very Good	Excellent	Doesn't Apply
Effective composting and water collection	X				
Planting to encourage wildlife	X				
Examples of features for wildlife		X			
Evidence of wildlife observation		X			
Student knowledge of wildlife	X				
SECTION 4 Growing Fruit and Vegetables & Healthy Living	Developing	Good	Very Good	Excellent	Doesn't Apply
Pupil involvement and knowledge of growing food		X			
Range of fruit, vegetables and herbs grown	X				
Quality of food grown		X			
Making use of food produced		X			
Food awareness from plot to plate	X				

SECTION 5 Design, Management and Maintenance	Developing	Good	Very Good	Excellent	Doesn't Apply
Overall impression, maintenance, hard landscape features, plant quality.		X			
Garden layout, displays, accessibility, health & safety	X				
Care and maintenance by pupils		X			
Holiday maintenance	X				
Future plans			X		
Links to sponsorship and advice	X				

MARKS AWARDED

<u>SECTION 1</u>	<u>SECTION 2</u>	<u>SECTION 3</u>	<u>SECTION 4</u>	<u>SECTION 5</u>	<u>TOTAL MARKS</u>
10	12	11	11	12	56

SCHOOL GARDEN AWARD BRONZE

Judges' Comments

You have gardened modestly, thoughtfully and well and I especially liked the herb wheelbarrows and the rainbow wheelbarrows. Your community service pupils have also contributed to the appearance of the school with wall planters and planted up teapots on the wall which made me smile.

Your use of the produce to raise money for a very special charity is commendable. I am pleased that you have a "grow it cook it" club and that you are starting to link your edibles growing to the Food for Life project. Your very ambitious plans for a community garden will help you to involve a larger number of pupils in gardening especially through integration with the wider curriculum. The creation of its infrastructure may be a challenge and will require considerable financial support as well as practical and material resourcing. The courtyard pond area is a very useful environmental outdoor classroom space and, like your proposed community garden, its use could be extended across the science, arts and humanities curricula. I was impressed with your cactus garden (especially those in flower) and feel that greenhouse and growing space could be used even more effectively to support year round growing of edibles and propagation. As the scale of your growing extends you will find it helpful to consider crop rotation and companion planting as this will work well with your intentions to grow cut flowers. Water harvesting will be very beneficial especially in areas where access to a tap is limited. You have a good focus on reuse and recycling which can easily extend into your ambitious plans and may be a way of engaging with local businesses.

You have started your gardening journey very effectively and with the support of the rest of your teaching team your ambitious gardening plans will become a very valuable part of the curriculum and school life for pupils. I wish you well with it

Joyce Slater

Date of visit 26th June 2019

Market Harborough C of E Academy
Fairfield Road,
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Dear Kimberley,

Many thanks for helping me to make the most of my visit in such a relaxed yet informative way. Please also thank the other mothers, Carol and Kelly, as well as the children Brooke, Kobie, Maryellen, Max, Paddy, Sarah and Soraya for welcoming me and showing me around the garden. I had seen the school two years ago and found that the enthusiasm for gardening and the environment in general has since become even more established and visible around the school, and the material you provided me with showed that the work is very well integrated into the general learning, and that children have many good opportunities throughout the year to develop their practical skills as well as their understanding of and care for the environment. I was particularly impressed by the children's clear explanations of their growing efforts and by their appreciation of the crops they harvested and their enthusiastic tasting of the soft fruit and rhubarb when I was there.

The following shows where I think you are doing very well and where you may even achieve more.

SECTION 1 Gardening Activities, Skills and Knowledge	Developing	Good	Very Good	Excellent	Doesn't Apply
Involvement of each class in the garden. No. of pupils			*		
Activities that develop skills and knowledge			*		
Year round gardening/growing activities			*		
Gardening club(s) with regular meetings				*	
Raised beds or plots				*	
Principals of rotation/ timing and growing cycles			*		
Range of crops, annuals, perennials				*	
Basic plant recognition				*	
SECTION 2 Garden's Contribution to Education & the Curriculum	Developing	Good	Very Good	Excellent	Doesn't Apply
Classes held outdoors			*		
Imaginative use of the garden in teaching			*		
Wide range of curriculum subjects covered			*		
Use of outdoor classroom				*	
Average time students spend in the garden each week			*		
SECTION 3 Value in sustaining the environment and wildlife	Developing	Good	Very Good	Excellent	Doesn't Apply
Effective composting and water collection				*	
Planting to encourage wildlife				*	
Examples of features for wildlife				*	
Evidence of wildlife observation			*		
Student knowledge of wildlife				*	

SECTION 4 Growing Fruit and Vegetables & Healthy Living	Developing	Good	Very Good	Excellent	Doesn't Apply
Pupil involvement and knowledge of growing food				*	
Range of fruit, vegetables and herbs grown				*	
Quality of food grown			*		
Making use of food produced			*		
Food awareness from plot to plate			*		
SECTION 5 Design, Management and Maintenance	Developing	Good	Very Good	Excellent	Doesn't Apply
Overall impression, maintenance, hard landscape features, plant quality.				*	
Garden layout, displays, accessibility, health & safety				*	
Care and maintenance by pupils				*	
Holiday maintenance		*			
Future plans				*	
Links to sponsorship and advice				*	

MARKS AWARDED

<u>SECTION 1</u> 16	<u>SECTION 2</u> 17	<u>SECTION 3</u> 19	<u>SECTION 4</u> 18	<u>SECTION 5</u> 19	<u>TOTAL MARKS</u> 89
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SCHOOL GARDEN AWARD GOLD

Judge's Comments

With the wild-life areas and the Forest School in place and the polytunnel used so well, it is clear that the pupils from all years get many good opportunities to practise their gardening and environmental skills and become aware of growing for pleasure as well as food, while also experience the natural environment during the different seasons.

There was very good provision for harvesting rainwater and producing compost, and it was nice to hear how keen the different classes are to fill the bird feeders. There are many features such as the bug hotel and the different ponds and bog areas which show that attracting wildlife can be effective as well as beautiful.

It was a pleasure to speak to the children and see their enthusiasm and understanding of what they do; it certainly showed how much they enjoyed being members of the garden club. That you are doing the right thing to attract wildlife became clear to me when I was shown the 11 (!) newly hatched ducklings in the school's courtyard – I can imagine that this was the highlight of the year for many keen nature observers among the children, and it will spark further interest in the environment among the school population.

It can be hoped that your composting and mulching efforts will help the school gardeners and environmentalists among you to cope with the vagaries of the seasons this year and the years to come, to make sure that you get even more crops in time before the summer holidays start.

Martha Wörsching

East Midlands in Bloom School Garden Judge

26th June 2019

Dear Children and Mrs Mohamed and Mrs Patel

I was delighted to being shown around by you all and was impressed with such enthusiasm shown by both pupils and teachers.

The following shows where I consider you are doing well and where you are looking to achieve more. I hope this is helpful

SECTION 1 Gardening Activities, Skills and Knowledge	Develo- ping	Good	Very Good	Excell- ent	Doesn't Apply
Involvement of each class in the garden. No. of pupils			x		
Activities that develop skills and knowledge				x	
Year round gardening/growing activities				x	
Gardening club(s) with regular meetings				x	
Raised beds or plots				x	
Principals of rotation/ timing and growing cycles				x	
Range of crops, annuals, perennials				x	
Basic plant recognition					

SECTION 2 Garden's Contribution to Education & the Curriculum	Develo- ping	Good	Very Good	Excellent	Doesn't Apply
Classes held outdoors			x		
Imaginative use of the garden in teaching				x	
Wide range of curriculum subjects covered			x		
Use of outdoor classroom				x	
Average time students spend in the garden each week				x	

SECTION 3 Value in sustaining the environment and wildlife	Develo- ping	Good	Very Good	Excellent	Doesn't Apply
Effective composting and water collection				x	
Planting to encourage wildlife				x	
Examples of features for wildlife			x		
Evidence of wildlife observation				x	
Student knowledge of wildlife				x	

SECTION 4 Growing Fruit and Vegetables & Healthy Living	Develo- ping	Good	Very Good	Excellent	Doesn't Apply
Pupil involvement and knowledge of growing food				x	
Range of fruit, vegetables and herbs grown			x		
Quality of food grown				x	
Making use of food produced				x	
Food awareness from plot to plate				x	

SECTION 5 Design, Management and Maintenance	Develo- ping	Good	Very Good	Excellent	Doesn't Apply
Overall impression, maintenance, hard landscape features, plant quality.			x		
Garden layout, displays, accessibility, health & safety				x	
Care and maintenance by pupils				x	
Holiday maintenance				x	
Future plans				x	
Links to sponsorship and advice				x	

MARKS AWARDED

<u>SECTION 1</u>	<u>SECTION 2</u>	<u>SECTION 3</u>	<u>SECTION 4</u>	<u>SECTION 5</u>	<u>TOTAL MARKS</u>
19	18	19	17	19	92

SCHOOL GARDEN AWARD - GOLD

Judges Comments

I was welcomed into the school by an enthusiastic gardening group who were eager to show me around. At the front of the school were the entries for the Chatsworth Garden Show and for the Gardening Live wheelbarrow. They were full of imagination but appropriate to the pupils and their lifestyles. It was the second time the gardening club had been invited to exhibit at Chatsworth where the children could take part in the activities when they visited the show.

The teachers were eager for all the children to experience nature and natural sciences. As soon as I was shown the meditation garden several of the children went into yoga poses. This was a lovely relaxing area that the children could use. The live willow dens had been much enjoyed. Hope they recuperate over the summer after being given tender care.

I was shown the newly sown wildlife border that was full of wild flowers. I bet the insects love it when the sun is shining. The fruit was doing well and it was nice to see a variety of vegetables in raised beds. The chickens will provide lots of fun for the children and of course, the droppings very useful organic material for the fruit and vegetables.

Many members of the community are encouraged into the garden and ranged from the Community Police helping with the manual work within the garden and Grandparents Day when grandparents helped the younger children pot up plants. The children were then encouraged to look after their plants, which were identified by a picture of the child.

Year 6 had been hard at work digging out a new pond which I am sure will be much appreciated and enjoyed when completed.

I consider that the school should be very proud of all the gardening achievements and I enjoyed my visit to your school.

Judges name and date of visit

Mrs Cheryl Mitchell
Melbury Primary School
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Bilborough
Nottingham
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Dear Cheryl,

Thank you for seeing me on Friday 28th June 2019 and please pass on my thanks to Tina, William, William's granddad Steve, Tobi, Jenson, Cameron, Faustas, Logan, Tayla, Alfie, Lashaya and Ella for showing me your gardening activity in the sunshine. You have maintained your extensive gardens to a very high standard and I was delighted to see that you had used your garden in so many different ways.

The following shows where we consider you are doing well and where you are looking to achieve more. We hope this is helpful.

SECTION 1 Gardening Activities, Skills and Knowledge	Developing	Good	Very Good	Excellent	Doesn't Apply
Involvement of each class in the garden. No. of pupils				x	
Activities that develop skills and knowledge				x	
Year round gardening/growing activities				x	
Gardening club(s) with regular meetings				x	
Raised beds or plots				x	
Principals of rotation/ timing and growing cycles			x		
Range of crops, annuals, perennials				x	
Basic plant recognition				x	
SECTION 2 Garden's Contribution to Education & the Curriculum	Developing	Good	Very Good	Excellent	Doesn't Apply
Classes held outdoors				x	
Imaginative use of the garden in teaching				x	
Wide range of curriculum subjects covered				x	
Use of outdoor classroom				x	
Average time students spend in the garden each week				x	
SECTION 3 Value in sustaining the environment and wildlife	Developing	Good	Very Good	Excellent	Doesn't Apply
Effective composting and water collection			x		
Planting to encourage wildlife				x	
Examples of features for wildlife				x	
Evidence of wildlife observation				x	
Student knowledge of wildlife				x	
SECTION 4 Growing Fruit and Vegetables & Healthy Living	Developing	Good	Very Good	Excellent	Doesn't Apply
Pupil involvement and knowledge of growing food				x	
Range of fruit, vegetables and herbs grown				x	

Quality of food grown			x		
Making use of food produced				x	
Food awareness from plot to plate				x	
SECTION 5 Design, Management and Maintenance	Developing	Good	Very Good	Excellent	Doesn't Apply
Overall impression, maintenance, hard landscape features, plant quality.				x	
Garden layout, displays, accessibility, health & safety				x	
Care and maintenance by pupils				x	
Holiday maintenance				x	
Future plans				x	
Links to sponsorship and advice				x	

MARKS AWARDED

<u>SECTION 1</u>	<u>SECTION 2</u>	<u>SECTION 3</u>	<u>SECTION 4</u>	<u>SECTION 5</u>	<u>TOTAL MARKS</u>
19	18	19	18	19	93

SCHOOL GARDEN AWARD GOLD

Judges' Comments

The work of the gardening club and the excellent horticulture shown to the judge is a real asset to the School and its learning environment. I was very impressed by the exceptional work of Cheryl, Tina and the gardening club and the diverse range of gardening that has developed throughout the school grounds. It was great to hear that the gardening club has been running for at least 24 years at the school and that volunteers are encouraged into the garden to help (people from the local church, parents and St Johns) especially grandad Steve and Cheryl's family. It would certainly help if the volunteers helped on a regular basis and I guess this is a challenge for the future for Cheryl, Tina and the gardening club.

The pond area offers a great learning resource for the children and it was wonderful to see how enthusiastic they were in this area especially when talking about pond dipping and listening to bird song. I liked the consideration made for disabled children around the pond with the raised planting beds and the pots made by the school caretaker. The children were very knowable identifying pond skaters and other insects and we even saw a frog! The outside benches are also a useful resource for an outdoor learning area.

There is a vast use of recycling material in the gardens from the pots, the greenhouse donated by a parent, wood to make the structures and the large white rabbit made from an abandoned canoe. Well done to Cheryl for her efforts in bringing the canoes to the garden and the imaginative use in turning them into useful items. It is obvious that the children play a key role in all the recycled material within their craft lessons – I especially liked the outdoor house, imaginative design and the great use of sweet containers collected over the Christmas period. The sewing club also donate items into the garden. I also really liked the chandeliers in the allotment garden, bug houses, the wall of clocks and bird feeders. The tunnel entrance/exit to the allotment is such fun and the children.

The garden 'book' illustrated the hard work in the garden throughout the year with photos of children working in the sunshine and winter creating items that really help the garden to be such a lovely space.

The small gardens in front of each classroom are very individual and link well into the school's vision for the gardens with each class taking responsibility for their own areas – sometimes with the

assistance of the gardening club. I would encourage all teaching staff to see the benefit of these smaller gardens just outside the classroom door.

The gardening club has worked hard to develop good partnership working gaining grants from Waitrose and a local builder – JA Stephens – these grants proved very useful; when buying materials such as compost for the allotment from Nottingham City Council and a lawnmower for the allotment.

There is a wide selection of plants and vegetables across the school grounds and in the allotment garden. Care and consideration is taken when choosing plants so that children can see the benefits of early crops before they break up for the summer holidays. The children were able to demonstrate their knowledge of annuals and perennials in the Chatsworth display at the entrance to the school. The display has varied selections of herbs – mint, curry plant, chives, liquorish, strawberries, thyme, lavender, sage and pumpkin. The school should be very proud that they have been invited to the Chatsworth RHS event in Derbyshire in the school garden areas in 2018/29 when the themes were the Woman's Movement and the Sensors. The children have taken an active part of the planning process for both events.

Much care is taken with plants throughout the year especially in the winter months and children and staff take plants home during holiday if needed and if possible move them into a shaded area during hot periods. Plug plants are bought by the school and nurtured by the gardening club until they are ready to be planted out. Care is taken to keep beds moist with the placement of hay around plants. The children (including the nursery children) take responsibility for watering during term time and this task falls to Cheryl and the school caretaker over the school holidays. I would recommend that the school/gardening club explores alternative ways to collect water throughout the year and that the task of watering is shared during holiday periods.

Food grown in the school allotment is used in the school kitchens and for the harvest festival. Cress, carrots, potatoes, radish, onions, runner beans, lavender, pumpkins, raspberries and gooseberries. It would be interesting if the school extended the types of vegetables grown so that they reflected the diversity of the children at the school. 'Eco-warriors' also collect discarded fruit cores from children's lunch for the compost area in the allotment area. The children understand why bananas and orange skins cannot be composted.

I would like to say a great Big Thank You to Mrs Davies and the Foundation class. The Hansel and Gretel story was fab and the audience were enthralled. This demonstrated how the gardens are imaginatively used by the school. I also really enjoyed when the butterflies were released by the children who had nurtured them.

The excellent work done by the gardening club, Cheryl and Tina has made the outside space at the school into a fantastic learning environment and it is hard to believe that all this effort is achieved with only two half day sessions per week. There are plans for future development in the orchard and woodland garden and EMIB looks forward to seeing these improvements in future years. You should be very proud of everything that you have achieved.

I wish you every success for the future and thank you so much for inviting me to visit Melbury Primary School.

Julie-Anne Byrne
East Midlands in Bloom School Judge

Ridgeway Primary Academy
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Ridgeway, Derbyshire
S12 3XR



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Dear Sharon Atkins,

Many thanks for making time for me to visit your school at this busy time of the year. Please thank Isabel, Lilly, Maisie, Max, Milly, Ruby and Saoirse for their help in showing me around the allotment. The sunny weather contributed to showing your garden in the best light.

The following shows where I think you are doing well and where you may do even more:

SECTION 1	Developing	Good	Very Good	Excellent	Doesn't Apply
Gardening Activities, Skills and Knowledge					
Involvement of each class in the garden. No. of pupils			*		
Activities that develop skills and knowledge			*		
Year-round gardening/growing activities			*		
Gardening club(s) with regular meetings				*	
Raised beds or plots				*	
Principals of rotation/ timing and growing cycles			*		
Range of crops, annuals, perennials				*	
Basic plant recognition				*	
SECTION 2	Developing	Good	Very Good	Excellent	Doesn't Apply
Garden's Contribution to Education & the Curriculum					
Classes held outdoors			*		
Imaginative use of the garden in teaching			*		
Wide range of curriculum subjects covered			*		
Use of outdoor classroom				*	
Average time students spend in the garden each week			*		
SECTION 3	Developing	Good	Very Good	Excellent	Doesn't Apply
Value in sustaining the environment and wildlife					
Effective composting and water collection				*	
Planting to encourage wildlife				*	
Examples of features for wildlife				*	
Evidence of wildlife observation			*		
Student knowledge of wildlife				*	
SECTION 4	Developing	Good	Very Good	Excellent	Doesn't Apply
Growing Fruit and Vegetables & Healthy Living					
Pupil involvement and knowledge of growing food				*	
Range of fruit, vegetables and herbs grown				*	
Quality of food grown			*		
Making use of food produced			*		
Food awareness from plot to plate			*		

SECTION 5 Design, Management and Maintenance	Developing	Good	Very Good	Excellent	Doesn't Apply
Overall impression, maintenance, hard landscape features, plant quality.				*	
Garden layout, displays, accessibility, health & safety				*	
Care and maintenance by pupils				*	
Holiday maintenance		*			
Future plans				*	
Links to sponsorship and advice				*	

MARKS AWARDED

<u>SECTION 1</u> 15	<u>SECTION 2</u> 17	<u>SECTION 3</u> 18	<u>SECTION 4</u> 17	<u>SECTION/ON 5</u> 17	<u>TOTAL MARKS</u> 83
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SCHOOL GARDEN AWARD **GOLD**

Judge's Comments

It was very good to see that all classes are involved in gardening, and there was interesting material to demonstrate how this is also integrated into the curriculum during the year, for instance when year 6 is working on the Mayan civilisation, with growing sweet potatoes etc. I could see a whole collection of materials in relation to science work and the environment, too.

I could see how keen the children are working at the little allotment next to the school, and they do this regularly in groups of 8, supported also by some parents and grandparents. Each year group is looking after a raised bed; there are some colourful pieces of art, too, to brighten up the area.

The trees close to some of the beds could be cut back more to allow more direct sunlight and avoid the soil being depleted; more mulching could also help to improve fertility.

I was impressed by the nice amount of your garden tools and the neat way in which you store them. Clearly, you benefit of the link with Ridgeway in Bloom, the support of the PTA and the sponsorship from local business. You also make the most of eating your salad crops in sandwiches at school.

There were lots of colourful flowers in pots and also wildflowers, and you encourage wildlife through these as well as through the variety of fruit trees, bird, bee and butterfly houses. I believe that your children get a very good experience of gardening and looking after the environment.

Martha Wörsching

East Midlands in Bloom School Garden Judge

2

28th June 2019

Dear Children and Mrs Jones

Thank you for giving me a warm welcome and showing me around your school gardens during the sunny afternoon of Monday 8th July. I enjoyed being shown around by Eco Ambassadors Ben, Isabel, Rory, Gemma and Oscar and by members of the Eco Committee Olivia, Edward, Jakey, Nathaniel, Hamish, Oscar and Harry. You represented all the year groups from Y1 to Y6 and I was impressed by your enthusiasm, knowledge and understanding of the outdoor environment of your school.

The following shows where I consider you are doing well and where you are looking to achieve more. I hope this is helpful.

SECTION 1 Gardening Activities, Skills and Knowledge	Developing	Good	Very Good	Excellent	Doesn't Apply
Involvement of each class in the garden. No. of pupils			*		
Activities that develop skills and knowledge			*		
Year round gardening/growing activities			*		
Gardening club(s) with regular meetings			*		
Raised beds or plots			*		
Principals of rotation/ timing and growing cycles		*			
Range of crops, annuals, perennials		*			
Basic plant recognition		*			
SECTION 2 Garden's Contribution to Education & the Curriculum	Developing	Good	Very Good	Excellent	Doesn't Apply
Classes held outdoors			*		
Imaginative use of the garden in teaching		*			
Wide range of curriculum subjects covered			*		
Use of outdoor classroom		*			
Average time students spend in the garden each week		*			
SECTION 3 Value in sustaining the environment and wildlife	Developing	Good	Very Good	Excellent	Doesn't Apply
Effective composting and water collection			*		
Planting to encourage wildlife		*			
Examples of features for wildlife			*		
Evidence of wildlife observation	*				
Student knowledge of wildlife			*		
SECTION 4 Growing Fruit and Vegetables & Healthy Living	Developing	Good	Very Good	Excellent	Doesn't Apply
Pupil involvement and knowledge of growing food			*		
Range of fruit, vegetables and herbs grown	*				
Quality of food grown		*			
Making use of food produced				*	

Food awareness from plot to plate				*	
SECTION 5	Developing	Good	Very Good	Excellent	Doesn't Apply
Design, Management and Maintenance					
Overall impression, maintenance, hard landscape features, plant quality.			*		
Garden layout, displays, accessibility, health & safety		*			
Care and maintenance by pupils			*		
Holiday maintenance			*		
Future plans	*				
Links to sponsorship and advice			*		

MARKS AWARDED

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	TOTAL MARKS
14	11	11	12	15	63

SCHOOL GARDEN AWARD : SILVER

Judges Comments

It was lovely to be shown all the different outdoor spaces and gardens that are used and enjoyed by everyone at the school, including the Sense Garden, The Jubilee Garden, the Sanctuary Garden, the Secret Garden and the new outdoor classroom.

The children talked enthusiastically, knowledgeably and at times passionately about each outdoor area. They showed excellent understanding of environmental issues such as climate change and pollution and were passionate about the need to recycle and reuse materials such as plastic and batteries, save energy and keep their environment litter free. I was shown many examples which proved that the whole school community is involved in caring for the environment in these ways. There were benches and tables made from recycled plastic used for outdoor learning activities and relaxation during break times, a greenhouse made from plastic bottles, schemes for collecting crisp packets and batteries to be recycled and litter bins with children's designs and slogans to encourage their use such as a cartoon mouse saying "Keep our playground squeaky clean!"

The Sense Garden is a peaceful area seen as you approach the school entrance, with a labelled raised bed for each sense – silky plants to touch, herbs to smell and taste, flowers to see and tall grasses to hear. The children showed a basic understanding of these plants and were able to name most of them. I arrived at lunch time and saw children using the garden during their play time. All year groups take it in turns to look after the beds.

Another peaceful area is the Jubilee Garden, constructed in 2012 in the space that was the school swimming pool. It is built on several levels, with steps and slopes which make it very interesting and attractive but not as accessible as it would need to be if any children were wheelchair users.

Here there were raised vegetable beds used to grow carrots, potatoes and beetroot. Most of the crops have now been harvested and used by the Farm Kitchen for cooked school meals. The children had a very good understanding of 'plot to plate' and showed me a tray of delicious looking potatoes dug that morning. There were also raised beds of mint and sage, used by a parent who has a restaurant in Stamford as well as in the school meals. This added to the children's understanding of where their food comes from and the different ways it is prepared.

Other raised beds contained plants to attract pollinators – buddleia and lavender. The children were able to tell me about the important role bees play in pollination and were also keen to tell me the various ways that lavender is used to help our wellbeing.

The Jubilee Garden has a pond on the lower level which is observable from behind a Perspex wall. Mrs Jones told me that there are plans in place to start pond dipping next year.

We visited the Sanctuary and Secret Gardens, where we observed bird feeders made and hung up by children in the Reception class. These were made from pine cones covered in fat and seeds and judging by the amount of visible pine cone were proving very popular with the birds!

Here we also saw a home for hedgehogs built by Reception children as part of their learning about hedgehogs. There were also bug hotels, all made by children.

There were beds of wild flowers, including red poppies, and the children told me they have seen a monarch butterfly among the flowers.

There were two compost bins in the Sanctuary Garden and the children were able to tell me the basic principles of composting garden waste, including leaves for mulch. I also saw a water butt and was told there are two more around the school building. Again, the children told me about the importance of conserving water and how rain water is better for the plants.

The Outdoor Classroom is new this year and is a wonderful space for all the classes to use. It is sited under a shady beech tree and the floor is covered with 'bark' made from old rubber shoe soles. The benches and story teller's/teacher's chair are wooden, with two white boards for writing on.

With this, and all the other garden and outdoor areas, the children are privileged to have so many opportunities for learning about their outdoor environment as well as improving their wellbeing in green, relaxing spaces.

We visited the Reception class to have a look at the courgette plants they have been growing. Thank you to Tilly for showing me these healthy plants and delicious looking courgettes that are going to be picked and cooked by the Farm Kitchen tomorrow. Tilly shared her excellent knowledge and understanding of the life cycle of the courgettes as the children planted the seeds and observed and measured the growing leaves, flowers and courgettes.

I was impressed with the Green Mornings, held once a year by each class and involving parents, grandparents and other family members, when the children and adults work on a gardening project in the school grounds, e.g. planting up containers to make an attractive entrance to the school.

You also have good links with Stamford in Bloom who offer help and advice as well as opportunities to contribute to their displays in the town.

Mrs Jones told me that you are hoping to achieve even greater things by using the outdoor spaces for even more of your learning in different areas of the curriculum. I agree that this will be beneficial to all the children in the school.

I suggest you also consider showing all the activities and jobs you have been doing in the gardens throughout the whole year by producing displays and portfolios of photographs and drawings with captions and written records.

Thank you again for sharing your wonderfully enthusiastic care for your whole school environment. As Nathaniel said "Little people, big change"!

Mrs Becky Mayfield
8th July 2019