### Project Summary

Our project focussed on two priorities - raising standards and attitudes of pupils and the development of a better understanding of the positive effect everyone can have on the environment.

All stakeholders have been involved with this project but it has been led by the children under the direction of a Teaching Assistant.

The project started out looking at the outside environment and the redevelopment of playground areas, leading to our discovering the need for further, more extensive work on the whole outside environment. This really enthused the children, parents, governors and staff to make a firm commitment to the environment; looking after it and developing it further.

All children and staff are involved in the upkeep of the school grounds as part of the ongoing Creative Curriculum and we are now working closely with other Community Groups to develop practical projects beyond the school's boundary.

Our recycling initiatives have raised awareness throughout the community and the school is continually looking at further ways in which we can 'Save the Planet'.

This project has led to raised standards, not only in positive attitude, but also in the curriculum, through a better, more frequent use of the 'outside classroom'.

### Specific aspect of practice to be accredited?

Increase in positive attitude towards school and learning - through full involvement of all pupils and staff in the redevelopment of the whole school environment leading to a rise in overall standards and a greater enjoyment of learning through the outdoor classroom.

### Aspect of Every Child Matters addressed:

- [x] Be healthy
- [x] Enjoy and achieve
- [ ] Stay Safe
- [ ] Achieve economic well-being
- [ ] Make a positive contribution

### What were you hoping to achieve?

To create an outside classroom in order to further develop all aspects of the
curriculum, connected with an environmental and ecological focus.

### How did you identify the need for this practice?

In Summer 2004, we first became involved in the 'Playground Partnerships' and 'Shade for Schools' schemes. Prior to this the school had a long history of promoting wildlife conservation and protection to the pupils. From our initial involvement, Year 5 pupils carried out a survey regarding the school grounds and identified a large number of areas the pupils themselves felt needed significant attention.

From analysis of whole school PIPS attitude scores and the results from the Pupil Attitude Questionnaires and Parent Questionnaires, it became clear that results for enjoyment of coming to school and feeling that they could make a difference were significantly low. Both pupils and parents felt the school environment needed attention.

This formed the basis of our work over the ensuing years which has grown and grown.

### What did you do?

- From the initial playground redevelopment led by Year 5 pupils, the children and parents saw that they could make a difference to their school environment by working together.
- This led to a greater amount of recycling initiatives which were taken up by the whole school community and also to our Shade for Schools project which was a long term goal.
- The school also signed up to be a member of the LCC Energy Club to look at further ways in which to reduce Energy use and wastage and met with the Borough Council to discuss more recycling initiatives. This led to our full involvement in the FLoWE project led by Michael Jack, MP.
- The school now recycles paper, plastics, glass, cardboard, tins, batteries, mobile phones, stamps, and ink cartridges and promotes each term the recycling of other items within the home and community.
- The school now has a Gardening/Eco Club, a Wildlife Club and an Energy Watch Team which monitors energy use throughout the school and makes recommendations to the Senior Leadership Team on how further energy and resources could be reduced.
- The school has gained recognised awards for its work on the environment and continues to aim for the Green Flag award from Eco- Schools.
- In Spring 2007, the school was involved in the first FLoWE conference as a main contributor.
- In Summer 2007 our Bog Garden was created and is now maintained by the Gardening Club with all children having time to work in there as part of the ongoing curriculum.
- We also had our first Eco-Week in Autumn 2007 where every child was involved in learning more about the environment, recycling, protection of wildlife as well as being involved in our Big Plant Day where all pupils and staff planted something within the school grounds.
- We will once again be an active part of this year's FLoWE Eco- Conference to
which all Fylde schools are being invited and the children will be sharing what they have achieved and its impact on the school and their learning.

- The school is now involved in projects within the community with an environmental focus.

### Which members of the establishment and/or wider community have been involved and what was their role?

- Pupils and the School Council - by working on all aspects of our eco ideas.
- Parents - help with planting and fundraising initiatives. We are very well supported by our PTA who help us with funding. The staff are behind the children in all aspects.
- Governors have fully supported the work and the curriculum development.
- Outside support has come from RSPB, YPTE, WRAP, FLOWE, Fylde Borough Council, LCC Energy Club, School Nurse, AXA and other companies and the Tree council along with Lancashire Environmental Dept all who have come in and advised and helped us on our topics.

### How has the practice been modified or improved during development?

It has become much more organised, leading to more involvement throughout the school and developing into a fundamental part of Creative Curriculum. We have now developed the Bog Garden with raised beds and we can further enhance the outside curriculum.

Our interests in the environment have linked in very well throughout the school with all aspects of the school curriculum. The Eco Week, for example, linked into Literacy, Numeracy, Science, Geography, ICT, PSHE and Healthy Schools. The Well Being Project is looking into the whole school environment in respect of staff and their conditions of work. We have covered many areas of the outside environment and are now working on the inside school environment.

### What has been the impact of the project on pupils’ learning, achievement or enjoyment and how has this been measured?

The look on their faces is enough to know the amount of enjoyment the children gain when working with all aspects of environment and knowing that they are making a difference to their school and their well being. The behaviour of the children is much improved and the atmosphere within the school is more relaxed yet purposeful, leading to raised standards in all aspects of school life. The children enjoy the responsibilities given. PIPS Attitude scores are higher and the most recent Pupil Attitude Questionnaire showed the children enjoy school much more and feel they make a positive contribution to the school.

Overall, curriculum standards are rising and the children are proud of all they have achieved and are much more confident in essential life skills. The Parent Questionnaire echoes this feeling as does the Well Being Project for staff.

### What are the next stages in the development process?

We are aiming for the Eco Schools Green Flag Award with maintenance and extension of all we have achieved. Further education regarding energy conservation to be aimed at pupils, parents and staff. We are also extending into the local
community by working on the local Waddington Road Park Development project, the St Anne’s Library Garden and being given an allotment locally for the school to use and develop.
To enjoy even greater use of the outdoor area as a classroom and expand on what we have developed so far.

What aspects of this practice may be useful for other establishments to consider?

- Start simple, a step at a time - plan out your vision.
- Let it evolve into a clear vision which all stakeholders can take part in. Share the vision, piece by piece, a little at a time.
- Have a team to support the development of, and who believe in, the vision. No one person can do this alone.
- Involve the children, who really do have the best ideas, and let them carry you along developing the vision together.

Any Other Comments:

As someone who has always been committed to the saving and protection of the environment and wild life, it is wonderful to share this important passion with the adults of the future. They are the ones who need to know to, and why they need to, protect the environment for the future generations. It is incredible and delightful to see their awareness of ecological and environmental matters grow as a growing understanding of their own importance to the future of the planet.