



School Health Improvement Grant Case Study Template

East Sussex Council County (ESCC) and the East Sussex School Health Service would like to celebrate the achievements and successes of schools and colleges that have participated in the school health improvement grants programme.

Communications and press activity can be an effective way to promote the work that is taking place as part of whole-school approaches to health improvement in local schools. As well as sharing your work and successes more widely, promotion can enable others to benefit by learning about initiatives established by the grant and their impact.

Schools should ensure that they gain permission and consent for the use of any images and quotes supplied to ESSC and the School Health Service. Guidance on gaining consent and using images of pupils, including parental consent letter templates, is available on [Czone](#).

If you would like to submit details and photos of your school's health improvement grant activities, please complete the form and return it to public.health@eastsussex.gov.uk

Case study title:	The Living Garden
School name:	Robertsbridge Community College
School contact:	Name: Mrs Laura Linch Role / job title: Teacher of PE & Dance, Cross Curricular Coordinator, Independent Learning Advisor. Email: lilinch@robertsbridge.org.uk Phone: 01580 880360
What did you do?	We transformed an unused grassy bank and scrub land area of the school grounds into a fruit and vegetable garden for the use of all our students and our wider community. We incorporated a large polytunnel to enable year-round growing and gardening. The area includes large terraced raised beds, fruit trees, a wild-flower area and a wildlife pond. We are also working towards getting chickens and bees within our garden.
How did you do it?	<p>Started by the Health Improvement Grant and with help from local charity Hands of Hope, Fergus Garrett at Great Dixter House and Gardens, and with support from our local Darvell Community and our local Parish Council. We formed a committee and decided what needed to be done, how much money we needed to raise in total and who would oversee which elements of the garden design, build and implementation.</p> <p>Once we had the initial money for groundworks the area was fenced and gated, groundworks were done to create three large tiered beds, a large circular bed and an additional octagonal bed at the top of the bank. We also cleared and created cement bases for two large areas for a 30x36ft polytunnel and a 16x12 ft shed.</p>

	<p>There was a very neglected existing pond on the site. The pond and area around it were tided and cleared of built up silt and muck. Upon clearing the pond we found that it contains newts, frogs, ramshorn snails and a plethora of other small pond animals that our students have loved identifying.</p> <p>As part of the process we needed to create sustainability plans and have had many fundraising events to enable us to raise the money needed to complete the project.</p> <p>We could not have installed the garden without the help of our local community and everyone has really pulled together to help get the project off the ground. The polytunnel for example was erected with the help of our local Darvell community and families of our students.</p> <p>Students, parents and staff have all out been working in the garden helping with weeding, turning soil, planting and creating subject specific areas.</p>
<p>How much of the grant did you use to fund this activity?</p> <p>Please include other funding sources or resources used where relevant.</p>	<p>We used £5,000 from the first Health Improvement Grant and then the whole of the £7,000 top up grant.</p> <p>Our local Darvell Community generously donated £10,780 towards the ground works</p> <p>Our Local Parish council very kindly gave us £1,250 for a shed.</p> <p>Our students have been amazing and as a school we have also raised in the region of £***** through raffles, sponsored healthy eating, mufti days, sponsorship for bike rides/runs/walks, a jumble sale, a quiz night etc!</p>
<p>What was the impact (outcomes and results) for children and young people, families and staff?</p>	<ul style="list-style-type: none"> • All year 7 students in the school have had lessons in the Garden as part of Independent Learning lessons • The garden is open to students and staff to come and eat/relax and garden at lunch and afterschool • The garden is a working bookable space for lessons with a shady reading area under the big tree, pond dipping area. • Families and members of our local community have been coming up during the weekends and school holidays to work on creating and maintaining the garden • Staff have been enjoying the garden during breaks/lunch and weekends. Some staff members have taken on free mini allotments within the site and have enjoyed getting outside and tending to them. • We have been harvesting veg that is being used within the school kitchen and students have been eating this as part of their main school dinners. • The plan is to be able to produce enough salad crops to drastically reduce the costs of salads in the school canteen for our students. • The garden has been used as a space where students needing some time and space for peaceful reflection have been able to be brought out of the classroom environment to

	<p>relax and calm down.</p> <ul style="list-style-type: none"> • A higher percentage of our students have shown an increased interest in gardening. Many have been being more active at break and lunchtimes as a result and are showing more of an interest in healthy foods and learning about how fruits and vegetables grow.
<p>What key learning points would you share with other settings (e.g. tips for other schools)?</p>	<ul style="list-style-type: none"> • Get parents and students on board early to help raise money. • Keeping everyone up-to date via newsletters/twitter/facebook is a great way to raise awareness and get help. • Don't be afraid to ask for help/donations/free stuff! It's amazing what people will donate. • There is a lot more paperwork than you think but it is worth it. • The sense of achievement is amazing • Go for the biggest polytunnel you can fit to create an outside classroom so you can still get out and grow even when the weather is horrid! • Try and get other teachers to help – giving ownership, creating mini-allotment areas for particular classes/teachers/subjects really inspires people to get out there and then all help with the main areas too. • Don't overthink the "what if it doesn't work" bits! Every single – that won't work/we won't raise enough problem has been creatively overcome. • Talk to other schools that have done similar. Constantly getting great ideas. • Subscribe to magazines – Kitchen Garden/Gardeners World all have great advice and give away a lot of free seeds. • Think about sustainability from the start and work it into your plans.
<p>How does this example help meet Ofsted requirements and/or your school's priorities?</p>	<ul style="list-style-type: none"> • It provides students with knowledge of how to keep themselves healthy, both emotionally and physically, including through exercise and healthy eating. • It is an opportunity for personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain. • It provides a high standard of provision and care children and learners. • It provides an opportunity for enhancement to the curriculum in terms of breadth, depth and relevance and provides links to the wider community. • Through the project it helps to develop a positive culture. • It helps to meet the needs of individuals and groups of learners.
<p>Quote from staff member, family and/or children and young people:</p>	<p><i>"It is a beautiful space where students can relax, enjoy nature to its fullest and learn how to grow and produce food. It helps us to keep healthy and active and develop skills that will help us as we get older."</i> (Year 9 Student)</p>

Please do not include names of children or family members.	
Have you included any photographs as part of this case study?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Please attach high resolution copies to your email, where possible.

<p>Please confirm the following:</p> <p><input checked="" type="checkbox"/> Consent has been obtained from parents and pupils for use of images.</p> <p><input checked="" type="checkbox"/> The school confirms that all details in this form can be used by ESCC for case studies, reports and press releases.</p> <p><input checked="" type="checkbox"/> I am happy to be contacted to discuss the work of the schools by ESCC press officers</p>
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Name: Laura Linch

Role / job title: Teacher of PE/Dance. Teacher overseeing The Living Garden

Date: 18/7/19

Signature:



(mark with an 'X' or add electronic signature where possible)