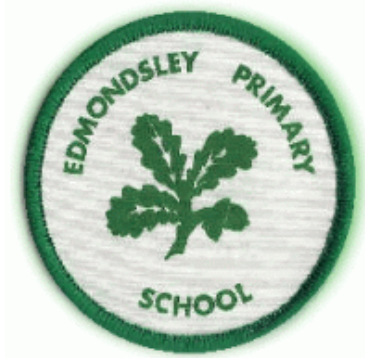


The Durham Environment Awards - 2012  
entry for



## A Sustainable School



### Our Eco History

For the past 13 years a weekly Environment Club has engaged an enthusiastic core of children and staff in a wide range of activities, such as tending to the vegetable gardens in our allotment, tree planting on our field or playing hide and seek in our meadow. From this small group our 'green roots' have grown out across the school, our Eco Council became a School Council where ideas from all classes evolved into annual action plans for the coming year. We were broadening our base, involving more children and becoming increasingly environmentally aware. Initially adopting the Eco Schools framework to structure our initiatives gave us a more specific sense of direction, providing opportunities for us to engage and inform our school community through a range of activities from school grounds development to establishing positive everyday practices.



School Council Elections October 2011

For the past four years we have also been part of the Climate Change Schools Project, a groundbreaking initiative lead by Dr Krista McKinzey of Durham University. Two of our teachers were involved with the production of the project's original adaptable and flexible teaching materials and since the beginning, embedding climate change teaching into our curriculum has been an on-going initiative. In an already crowded curriculum, Climate Change teaching has most notably been integrated into Science, Geography, Literacy, ICT and Art/Design modules of work. Involvement in activities such as 'Switch Off Fortnight' in the autumn term, 'Green Britain' and 'Low Carbon' days in the summer term and with an off timetable 'Climate Change Awareness Week' in the spring term, has provided further opportunities for whole school engagement. These have all been useful vehicles through which we have been able to reach out into our community, informing and engaging the support of our families.

*'No-one can do everything but everyone can do something.'*



Dressed in green for Green Day - July 2011  
(July 2012 Green Day is planned for July 9<sup>th</sup>)

## School Grounds Development

Maximising the potential of our outside space is an ongoing initiative. Our first project about ten years ago was to change an uninspiring muddy bank into an attractive butterfly garden and 'calm' play spaces. On our field, an outdoor reception classroom has been constructed, for which we were awarded an LOTC award (Council for Learning Outside the Classroom-) for 'Excellence and Innovation'. The award recognised the school's commitment to providing a creative curriculum that challenges children and offers hands-on experiences. The project involved the voluntary support of parents, pupils and staff, providing an extensive outdoor learning area to include a log cabin, a stage for role play, a willow den, a hide, extra log piles and bird boxes.



Reception children taking a break with their outdoor classroom behind them.

In our meadow an allotment garden of nine raised beds was constructed with parental support and is tended by children from all classes. A selection of fruit and vegetables are grown ....and eaten in school.



Tending the vegetable garden and composting our fruit waste and adding mown grass.

A narrow muddy path to the south side of the school was widened, fenced and two stage areas with a story chair and friendship seating were constructed, providing extra outside all weather recreational and learning space for use before, during and after school. Six shade sails completed

the new area, providing shelter from sunshine and showers, supporting our 'safety in the sunshine' teaching|



The developed path area has provided calm play, performing, teaching and parental waiting areas.



Providing more all-weather play space and shade sails demonstrates our awareness of the need to prepare for likely future changes in the climate, with hotter summers and more rainfall.....(meaning a more frequently muddier out of bounds field). We were able to explain this when we applied for the £10,000 Awards for All Lottery grant that provided the funding for our path initiative, which was a long term project.



In our nursery grounds an Early Years Capital Grant has funded an outside playhouse and stage, providing new opportunities for imaginative play, stimulating language development, social interaction and greater engagement with the environment through a range of enjoyable activities. A large outdoor classroom funded by sponsored events and parental initiatives, encourages the children's independence by providing easy access to a range of outdoor equipment including wheelbarrows, gardening tools, binoculars, magnifying glasses, bug viewers, books and laminated photographs of insects, trees, birds and flowers. All of the above encourage our three and four year olds to observe, explore, predict and investigate, in turn developing thinking skills, speech and empathy with their surroundings.



Year 2 children bug hunting in the garden ....and year3 children making/caring for hanging baskets autumn 2011  
Over the past three years our children have planted almost 200 trees in our school grounds, largely provided by The Woodland Trust. A Jubilee Wood of 60 trees in our meadow planted by Key stage one children, is the most recent addition. In autumn 2011 our long awaited pond construction was lead by Ivan Dunn of The Wear Rivers Trust, supported by parents, children and donations of materials from our broader school community.



*Ivan Dunn of the Wear River Trust, who helped us build our pond autumn 2011 - with very interested children! We have safely fenced the area, reused an old Smartboard on the outside wall and have seats/table to add for group work, so that a class can be safely and usefully accommodated in this outdoor classroom.*

We believe such attempts to enhance our grounds, providing a range of aesthetically pleasing and enjoyable, recreational and learning spaces increases our children's potential to appreciate their environment and to learn from it. We also believe that if children help to plan and construct a garden or a wood, they will have ownership of it. In a similar way we hope to encourage in our children a sense of ownership and responsibility for their world.

***'Use the tree your Father planted. Plant the tree your child will need'***

## Our Curriculum

In our desire to establish sound habits for life, we constantly look for opportunities to integrate sustainability into our everyday teaching. For example many of our science topics (for example Energy, Growth, Ourselves, Weather) readily lend themselves to learning about renewable/non renewable energy sources, pollution, living healthy lifestyles and accelerated changes in World Climate...and how we can help. Meanwhile our Climate Change Schools Project modules provide a broad, cross curricular approach, with an emphasis on delivering them through different subject areas in an innovative and dynamic way.

**Module 1 - 'Climate change nuts and bolts' (*Climate change science*)**

**Module 2 - 'Don't believe the hype....or should I?' (*Climate change and the media*)**

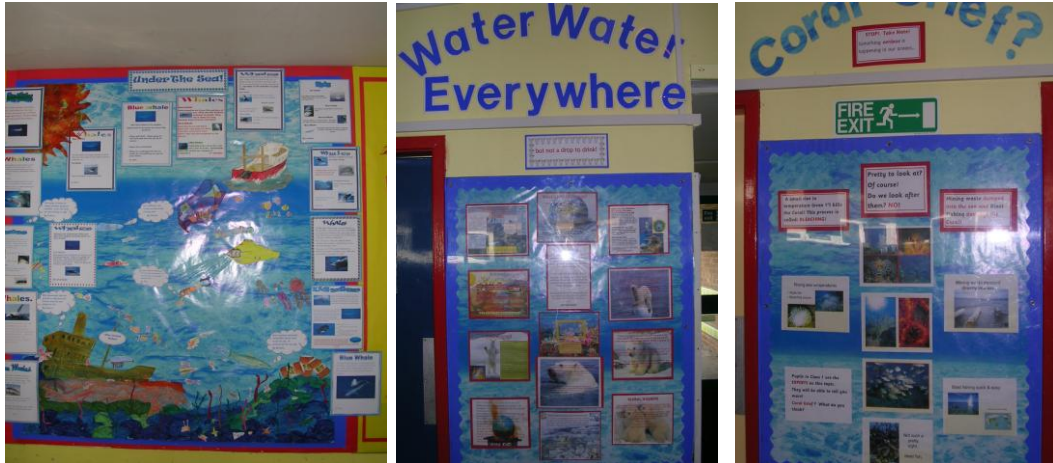
**Module 3 - 'Climate change all around me' (*Indicators of climate change*)**

**Module 4 - 'The 'so-what' of climate change' (*Climate change impacts*)**

**Module 5 - 'Climate change champions' (*Climate change Mitigation*)**

**Module 6 - 'Making the most of it!' (*Climate change Adaptation*)**





*Climate Change related displays 2012 from year 1, year 2, year 3/4, year 4/5 and year 5/6 classes.*

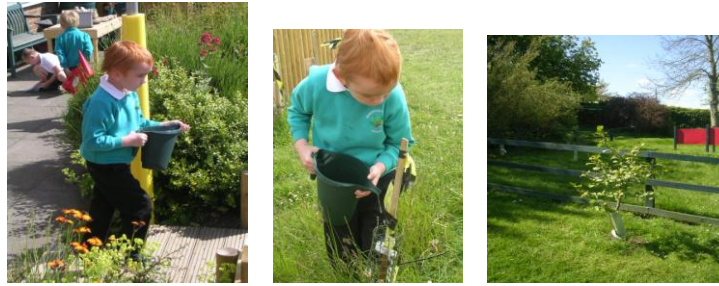
Across the year each class aims to include materials from these modules alongside our National Curriculum topics. For example learning about declining coral reefs and rainforests in Modules 3 and 4 slots neatly into our Geography St Lucia studies, while Module 2 'Climate Change and the Media' provides a useful vehicle for delivering 'Persuasive Writing' teaching in Literacy.



*Year 3/4 children making Global Warming PowerPoints in an ICT lesson..... including 'How we can all help'.*

Each spring also our Year 3 class studies a 'Seeds For Schools' module, a joint venture between the Forestry Commission and 'The News Of The World' which demonstrates the value of trees to our planet. Again two Edmondsley staff contributed to the original teaching materials of this initiative. The related work complements our 'Growth' topic and involves each child planting and nurturing tree seeds...for eventual planting on in our school grounds. Our Children know that trees are valuable resources, that they provide Oxygen and absorb CO<sub>2</sub>, that they provide habitats and food, that they reduce flood risk by absorbing water, that their wood is useful for burning and building. They recognise the importance of planting and protecting them.

**'Trees are the answer'**



Alongside our day to day teaching, themed days and weeks provide opportunities to boost our 'Re-use, Recycle, Reduce' messages or allow time to focus on a new area in more depth. Switch off Fortnight, Climate Week, Green Britain Day, Earth Hour and Low Carbon Day all help highlight the message that.....

*'On spaceship Earth there are no passengers. We are all crew!'*  
 (John Muir Award slogan)



March 2012 - re-planting hanging baskets helped by Anna - Durham University GreenSchools student.

## A Forest School

Following our first Forest School year, we were invited to be part of a Durham Project introducing 'Forest Schools' to a select group of EYFS (Early Year Foundation Stage) practitioners. Our reception class teacher went on to achieve Level 3 training with 'Mindstretchers' in Auchlone, Scotland. Subsequent visits by reception class to Edmondsley Woods on Thursdays and Fridays have engaged the school's extended community, involving grandparents and parents, providing immeasurable and valuable learning opportunities, encouraging a love of and respect for, nature. Durham Wildlife has provided the support of an ancient tree expert, while University of Northumbria student teachers have observed and supported our activities. We now act as a link to other Durham schools on the Forest School Project.





A Forest Schools approach to learning in Edmondsley Woods



'All-weather' suits hung out to dry.

## A Climate Change Lead School



Year3 children studying the Ice Core samples we made to help understand how ice cores can help look at climate in the past.



Children from classes 2 and 3 prepare to deliver a whole school Climate Change assembly to launch 'Switch off Fortnight' Nov 2011.



Our involvement with the Climate Change Schools Project for the past four years has provided an extra focus for our eco studies. The modules provide straightforward current relevant teaching materials which can be embraced fully or dipped into as our topic cycle and time availability, allow. Such has been the success of our involvement with the CCSP that our year 3 teacher has been invited to help deliver several introductory PD courses to staff of new 'Climate Change Schools' and has provided support to a number of visiting teachers to Edmondsley who wish to follow in our footsteps. Since becoming a Climate Change Lead School, groups of our children have been interviewed and featured in the Times Educational Supplement and have showcased our achievements in front of a regional audience of interested bodies. Our staff were also involved in the development of a Climate Audit for school grounds in the future while several have also attended Climate Change CPD courses lead by a range of expert speakers.

The essential message of the CCSP mirrors the Eco Schools aims ..... to help reduce waste, conserve the world's resources and encourage good practice in others too, in order to bring about a more sustainable world. In March, during Climate Week we held a poster competition on the theme of 'Green your Space' with entries from all classes interpreting the slogan in many colourful and interesting ways. Special assemblies were held to introduce the idea, challenge the children and present the winners with their prizes.



Each year our Easter Egg Competition has an 'Eco Egg' section with 'recycled' prizes.

## An Eco School



Our Eco Corner in the school hall is not only a constant reminder to our children, but also greets every visitor with a statement of our aims and achievements... It is organised under 3 main headings.

**'What we've done', 'What we're doing' and 'What's next?'**

Edmondsley Eco aims, decided by our School Council are to.....

- 1. Look after our school and grounds as well as we can.*
- 2. Grow and eat our own fruit and vegetables.*
- 3. Be as healthy as we can.*
- 4. Reduce waste as far as we can.*
- 5. Reuse and recycle as much as we can.*
- 6. To learn about and care for Our World.*

This Eco Code is displayed in every classroom, the hall, the staffroom, the office and kitchen. Each year the Eco Code is reviewed by the incoming School Council.

*To explain our aims simply.....*

Our School Grounds development is extensive and ongoing; we are a HEALTHY SCHOOL and eat only healthy fruity snacks at playtime, composting any waste; we aim to take part in at least three hours of quality exercise each week; we reinforce healthy life skills through our science lessons; we reuse, recycle and try to reduce waste as much as we can.

Following our second Green Flag assessment the assessor especially praised our attempts to build our children's 'Global Awareness' and we were delighted to be asked to represent the North East at a special Eco Schools celebration of awarding the 1000<sup>th</sup> Green Flag, at Kew Gardens, London. Our brief was to demonstrate our attempts to develop our children's global awareness, which we did by preparing an annotated collage to illustrate our actions and delivering a short presentation. Such events have helped to highlight our work, generating interest in our wider community, further engaging our children and their families.

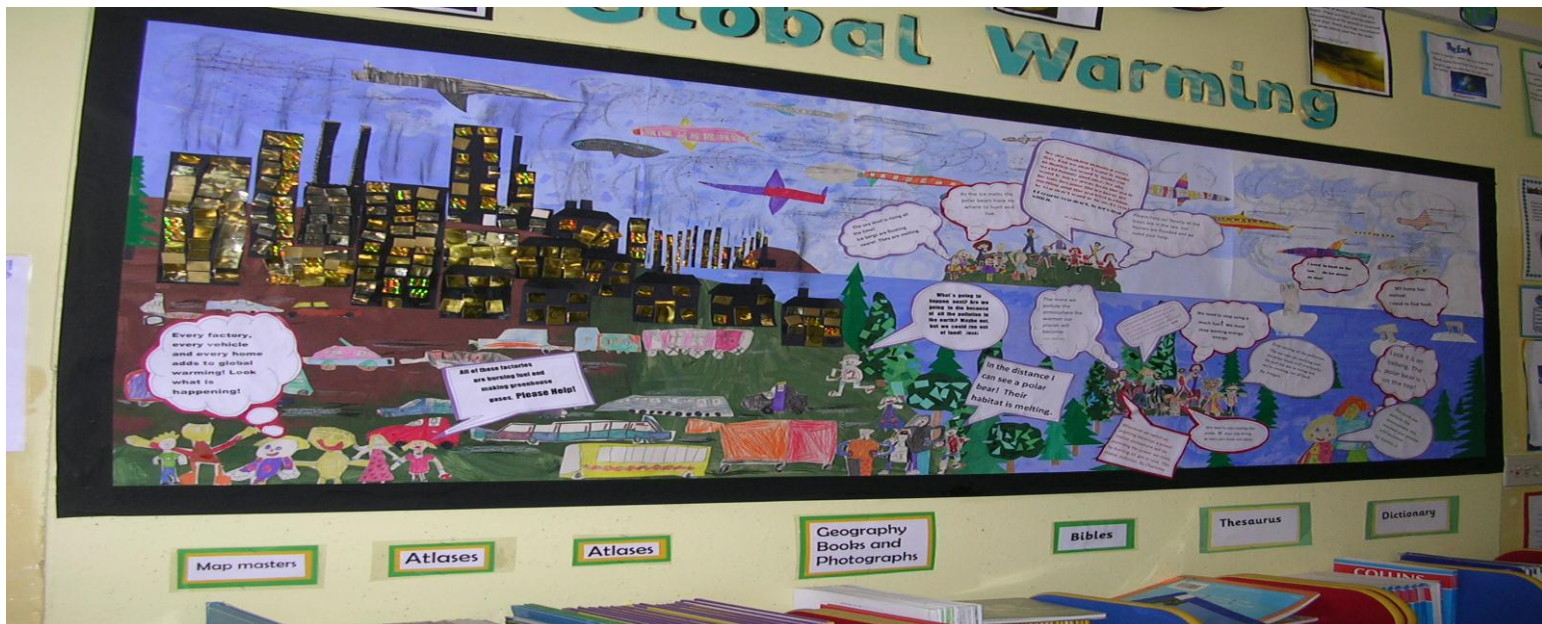


In July 2011 some of our Eco Warriors performed a song and sketch to the rest of the school and our parents/the wider school family, reaffirming our green ethos.

*'This school has developed a curriculum that is truly all encompassing; the children absorb sustainability, climate change and biodiversity through everyday teaching: the topics are not strange 'add ons'. They are fortunate that all the teachers and non teaching staff are enthusiastic, and clearly enjoy their role being 'green' advocates. It is an extremely effective school, which could well serve as a national role model for other schools, particularly in the way the curriculum is presented and taught. The use of the large atlas has very obviously improved the children's knowledge of the world, perhaps every school should be issued with one. I think this would be one of the few schools, which has a fantastic working knowledge of the geography of the world.'*

Quotation taken from the letter confirming our second Green Flag Award

We have recently been assessed for our third Eco Schools GREEN FLAG and are eagerly awaiting confirmation.



Class 3 Global Warming display which complemented their science 'Energy' topic.

**'We have enough for the World's need, but not enough for the World's greed.'**  
(Mahatma Gandhi)

### Our Environment Club

Over the years our weekly Environment Club has continued to thrive with an increasing greater emphasis on School Grounds Development, improving our play areas, making and maintaining flower and vegetable gardens, broadening our base, involving more children and becoming increasingly environmentally aware. The user-friendly vegetable plots in our meadow,

produce a selection of vegetables to eat in school, with any excess produce being sold on to parents. Leeks, lettuce, courgettes, marrows, potatoes, carrots, cabbage, cauliflower, onions, peas, beans, broccoli, rocket, garlic, rhubarb, raspberries and strawberries, have all found their way into our lunchtime menus, our classrooms and cookery lessons.



Updating the garden diary.



Collecting the remaining harvest - autumn 2011



Tidying up.....and Sprouts.

Each summer groups of children from across the school visit the Fyndoune School farm, to learn about the animals there or to assemble planters of interesting foliage and flowers for our outside spaces. A solar shed purchased with 'Community Fund' support provides a useful base for seeding, potting and storing gardening materials. A diary is kept there to keep a record of any activity. Each class takes responsibility for tidying and maintaining one or more beds, planting, watering and harvesting. During busy playtimes, 'garden buddies' from all year groups volunteer to weed, sweep and litter pick in the garden areas.



Tidying the shed....



Collecting thistle heads for the minibeast hotel...



Filling the new strawberry bed...

Since 2007 we have built a relationship with the Durham University Green Schools students, who have provided apple trees, raspberry canes and

weeping willow trees, offering enthusiastic hands-on support, working with the children in many areas of the garden. In November 2011 two Edmondsley staff presented informative PowerPoints of our green activities to interested students at the University. During Spring 2012 GreenSchools students have so far presented slideshows on declining coral reefs, helped construct a tropical rainforest to complement our St Lucia studies, tidied our allotment and supported groups of children planting up hanging baskets during our Climate Week activities. Such community links have proved to be invaluable, bringing enthusiasm and expertise into the school, while providing another outlet through which to showcase our achievements and our message.

**'Any fool can make things complicated. It takes a genius to make things simple.'**

(EF Schumaker)

### **A Healthy School**

From nursery onwards, through our science topics, cookery sessions, PHSCE and P.E. lessons/extra curricular sport we encourage our children to look after themselves, to eat well, to exercise, to enjoy sleep, to keep clean, to make sensible, informed life decisions. These themes are built into our curriculum and are regularly reinforced for example through our Playtime Buddy scheme and PHSCE/SEAL (social and emotional learning) teaching. We have introduced daily 'Wake and Shake' exercise sessions throughout the school as well as offering a wide range of extra curricular PE activities. Visitors such as 'Expo Chef' have lead assemblies, promoting extra healthy menus as part of our comprehensive Healthy Schools programme. Our traditional 'Sports Day' has been replaced by a whole school 'Sports Week' during the summer term, where visiting coaches help us to lead the children through a range of challenging, fun activities. We also hold 'Healthy Schools', 'Active Mark' and 'Investors in People' awards, which reflect our attempts to promote and establish healthy lifestyles., we are able to reinforce the benefits of regular exercise and a balanced diet. During cookery sessions also we reinforce the reasons for using 'Fair Trade' ingredients and locate their origins on our World Wall.



Eco Chef November 2011 -working with our school cook - encouraging healthy eating.

During 2012 the forthcoming Olympic Games have provided a focus for adopting healthy lifestyles, for striving towards personal goals, for learning about other people and countries. Visiting coaches have instructed us in paralympic football and volleyball, while visiting athletes (a GB longjumper and GB rower) have inspired us and a regularly updated display in our hall has kept a countdown to London 2012. The Olympic values of Friendship, Respect and Excellence have been discussed and interpreted in a variety of ways, with the emphasis being on the fact that these are transferable skills, applicable to many areas of our lives. Using such current events to grab and sustain our children's attention, has proved to be a useful teaching tool.



We try our hand at paralympic volleyball, supported by visiting coach from another school in our cluster.

Our Olympic Wall in the school hall is constantly being updated and displays the Olympic values of **Excellence, Friendship and Respect.**





## **Re-use Reduce Recycle**

In our School Hall we have an environmentally friendly 'Eco Corner' which helps keep everyone up to date with our initiatives. Here also is information about recent competitions entered and sometimes won, posters and other prompts made by the children, as well as many reminders of our eco-friendly intentions and initiatives. Constantly trying to find ways to encourage the children to observe the 3R's, for the past five years instead of giving each other Christmas cards, the staff have donated equivalent funds to 'Oxfam Unwrapped', buying goats, pigs, trees and a well for needy African villages. Year 5/6 children studied the work of Oxfam during RE lessons, undertaking their own 'unwrapped' initiatives demonstrating their understanding of the work of Oxfam with great enthusiasm. In spring 2011 a whole school 'Readathon' raised sufficient funds to buy a 'Farmyard for Africa', at the same time broadening our children's world awareness. We have made collections of shoes, coats and football shirts in response to various appeals, also making and collecting

'Christmas Child' boxes, sending over 80 last Christmas to less fortunate children in Eastern Europe.

Each classroom has a plastic bag container to reuse carriers, jam jar lids are used for paint and glue, while old shirts and T shirts have become art overalls. Our exercise books, computer paper, paper towels and toilet paper are made from managed forests or recycled materials, printer cartridges are recycled and light bulbs are low energy.

Daily classroom fruit waste is collected in caddies and taken by the children to the compost bins on the school field. A master composter came to work with Environment Club to explain how best to achieve good composting of our waste. We are in the process of updating our plastic compost bins into a larger, more efficient and user friendly wooden structure.

We have established good relations with Emma Bishop of Groundwork, who has lead a staff meeting to illustrate our energy use targets and has regularly visited to help the children from various classes to audit and reduce our energy use. Red spots are stuck on switches we don't need to use while green spots are stuck on appliances we might need use more often. A group of energy monitors from years 4/5 perform whole school spot checks, awarding 'Well Done' rewards to energy conscious classrooms and 'Busted' reminders to classrooms where lights/computers are left on when not needed or radiators become blocked.

## Litter

Fruit or vegetable nibbles are the only playtime snacks allowed in school, while children bring their own reusable water bottles each day. Litter in the school grounds therefore is minimal although the children are able to easily access trowels, brushes, dustpans, litter graptors and carrier bags ' from a small shed near the playground. These are used most playtimes by enthusiastic eco warriors -especially useful after a windy day when outside litter blows over the fence.

**'Bad habits cost the Earth.**

**'My good habits will make a difference'**



Year 1 litter pickers voluntarily at work during playtime.

Each year, classes of children with parents supporting, have taken part in 'The Big Tidy Up' in our village, raising awareness and initiating discussions on packaging, biodegradability and related topics.

We regularly enter 'eco' competitions for example to create thought-provoking work for poster and bin-bag designs on the theme of 'Recycle...Why Bother?' and 'Stop Litter!', or designing vehicles or homes for the future, displaying the children's work in our Eco Corner. We regularly organise 'Bags to School' collection of unwanted clothes and household items to raise funds, for example for 'frog' litter bins for our school grounds, which were originally researched and chosen by our school council.



Edmondsley 'Big Tidy Up' - Autumn 2011 - 'Look how much we found!'

### **Community Cohesion**

We are constantly seeking to increase the number of visits to school from 'community' representatives such as The River Wear Trust, Climate Change Schools project staff, Groundwork, The Woodland Trust, Northumbria Water, EDF energy, ActionAid, athletes, coaches, Mrs Rastogi and Durham University. As well as sharing our knowledge and enthusiasm with them, they all help us to consider the world from different perspectives.



*Durham University GreenSchools student Anna shares her Coral Reef expertise while another student Katie, researches our children's understanding of Africa to support her dissertation, challenging our children to consider and express their ideas.*

Each year we register for 'The Big Tidy Up' and have invested in a class set of litter 'graptors'. This equipment encourages our children to be even more willing to help keep our own grounds litter free and there are enthusiastic volunteers from all year groups during playtimes.

We regularly go for walks into and around our village, exploring the reed beds, the Cong Burn, Waldrige Fell and the surrounding woodland, familiarising our children with their locality and the variety of habitats it offers. Some of our children have regularly worked with Ivan, a local resident and voluntary village gardener, on a variety of gardening initiatives. One year 3 pupil earned a Community Award in 2011 for her voluntary work in the village. By harnessing the children's energy and enthusiasm in our school grounds activities and by familiarising them with the needs of the local community, we hope to establish in them a sense of ownership and pride in their achievements and their 'place'. They also realise that both individually and as a team, they can make a positive difference.



A new notice board near the infant entrance informs our parents of events such as invitations to Friday morning 'Wake and Shake'.

## Conserving Energy

Ever aware of rising fuel bills and the need to conserve energy we have implemented a series of improvements designed to cut running costs and make the school increasingly eco efficient. Double glazed windows and doors, refurbished cloakrooms with efficient cisterns, taps and radiators and a new boiler have all been installed. Measures to reduce our electricity bills by using fewer banks of lights in the classrooms and hall, closing blinds and curtains at night and using the 'setback' switch on the classroom radiators are all encouraged and are regularly boosted by 'Switch Off Fortnight' and other challenges. The children have made 'turn it off' reminders to place around the school while 'eco monitors' turn off unnecessary lights. An energy monitor has been used by our caretaker and groups of representative children from junior classes, to measure our energy use in an attempt to reduce output and our fuel bills. We would like to install a large child friendly energy monitor/meter in a prominent place in our school building, for all to see and better understand.

Each autumn term we launch 'Switch off Fortnight' with an inspirational assembly. In November 2011 the class 3 children challenged all of the other classes, our caretaker, our cook, our secretary, head teacher and parents to find the most energy saving tips, at home and school. Prizes of 'recycled' pencils and an extra playtime were awarded for the best ideas while through a follow-up assembly everyone was challenged to continue their energy saving efforts. In spring 2012 we also updated our whole school Energy Audit through the Carbon Reduction Programme for Schools. As well as meeting with our head teacher and caretaker, Emma Bishop from the OASES group (Outdoor and Sustainability Education Service) supported Class 2 children as they conducted their audit, visiting each room around the school with a clipboard to record problem areas. They then 'red spotted' switches that probably need not be used in order to encourage energy saving measures.



Emma Bishop of Groundwork at OASES regularly works with children and staff to help reduce energy consumption.

## Wider World Awareness

We are very keen to promote the '*Act Local Think Global*', message to our staff, our children and their families, encouraging them to make those small everyday changes that can have a positive impact on our world. Parents are kept informed of our activities through regular letters home and their support is frequently requested and welcomed, accompanying children on walks and visits, helping with gardening, cooking, providing tips and so on. Baking sessions are an opportunity to discuss not only healthy eating but also Fair Trade foods and the reasons for using them. We observe Fair Trade Fortnight each spring with a related assembly and follow up. Learning through 'hot geography' opportunities, honing in on natural disasters and their aftermath, inviting visitors from different countries and with different areas of expertise, have all been useful, productive vehicles for building world awareness. Through World Vision for four years we have been supporting Fiker, an African boy. Each class must fundraise at least £20 monthly to fund his education. For example class 4 raised their Fiker money by organising the Easter Egg Competition, class 3 made healthy cakes and sold them, while class 2 had a sponsored silence and class 1 performed a play for parents.

We encourage our children to empathise with people from other parts of the world as well as finding out about other places and what its like to live there. Our World Wall in the school hall has been a useful tool for recording for example, 'hot geography' events around the world, the carbon footprints of our school dinners, as well as being a very visible way to practise coordinates for Numeracy and Geography.

Our children have listened to and worked with a range of visitors.....from Actionaid, Operation Christmas Child organisers, 'Party Animals', Adam Bushnell the storyteller, one parent sharing his enthusiasm for upcycling and another for making proggy mats from old clothes, while a team of mums have helped organise Art Days on a range of themes. All of these visitors have provided opportunities from which we have been able to learn a little more about our world, its richness, variety and some of the problems. By inviting a broad range of visitors into school and informing them of world wide events, we hope more successfully to equip our children to be informed, open-minded and enthusiastic citizens of our planet.



Year 3 with water lilies at the Botanic Gardens



. The World Wall in our hall - a great teaching and learning tool  
Special and thought provoking.

## Our Aims for the Future

1. To use our recently constructed pond area and minibeast hotel as an effective, 'hands-on' teaching tool to complement especially our science, literacy and art lessons, further growing in our children an appreciation of the outdoors and nature.
2. Finding opportunities to further integrate the 'Climate Change' modules into our curriculum is a constant work in progress.
3. To achieve our third Green Flag and work towards becoming an Eco Schools Green Flag Lead School.

4. Maintaining our present garden and allotment areas by constantly engaging staff and children across the school, finding plants that best suit our locality taking into consideration climate change and help encourage varied habitats in our grounds.

5. Reducing our energy consumption is a constant goal. Looking into affordable renewable energy sources for our school is also an ongoing challenge. Researching and finding funding for a large, very visible child friendly energy monitor, to support our efforts to reduce consumption.

6. Through our ongoing School Grounds Development Programme, we will nurture our new Jubilee Wood (and trees previously planted) also constructing a large wigwam nearby. We envisage this being used as a meeting place and a base for children working in the meadow.





## Conclusion

The staff and children of Edmondsley have become increasingly eco aware during the last thirteen years. Our school has become increasingly sustainable. We initially followed our instincts and simply tried to take full advantage of our grounds and the local environment, but gradually our eco plan has become more informed and structured. We feel that by encouraging our children not to be wasteful, to have empathy for others and a love of and sense of responsibility for their surroundings, we are preparing them to be responsible citizens of their planet in the future. Our children learn that by making small everyday changes, everyone can make a useful contribution towards caring for our world. We are confident that our young 'world aware' eco warriors will continue to march on and will be able to make sound lifestyle choices for themselves as well as being informed articulate ambassadors for a healthier planet.

*.....'We have not inherited the world from our grandfathers,  
we have borrowed it from our children'.....*

*Native American saying*



**Broccoli boys!**