

SCHOOL/SETTING: FINAL EVALUATION REPORT ON FUNDED ACTIVITIES

This form should be completed by each school/setting receiving grant funding. It should be emailed to your relevant local authority lead officer for **Food for Thought** prior to the **31st January 2023**.

You should copy Jeanette.smart@educationscotland.gov.scot the Education Scotland grant monitoring officer into this email.

Name of school/setting:	Limekilns Primary School
Project title:	Limekilns Primary School and Community Garden Project
Contact details for school / setting:	Name: Claire McCallum/Katy Miller claire.mccallum@fife.gov.uk katy.miller@fife.gov.uk

Please outline how the Grant funded work has contributed to the outcomes set out in the Offer of Grant. If it is felt that additional outcomes or benefits were achieved through project delivery, please also state these here and indicate the work that was done and any evidence to support this.

Outcome	Progress against outcomes
Explain how you have delivered on your planned Food for Thought activities and milestones as outlined in your funding application form.	<p><u>Planning</u></p> <p><i>Interested pupils will put themselves forward and a leadership group will be created to communicate and discuss plans with the Nature Conservation Group.</i></p> <p>Initially our project was discussed with our pupils and we created the opportunity for them to apply for a place on our Community Garden leadership team. Pupils completed applications stating why they would be a suitable candidate for this role and teaching staff chose a team of 9 pupils ranging from P3-P7.</p> <p>A working group was then established with links to the CLP Nature Conservation Group and Limekilns Floral Display Group to plan, design, acquire resources and develop our site. This has brought in other volunteer resources from the village including a qualified landscape architect and a surveyor to work on the design with input from the pupils.</p> <p>The pupil leadership team have attended monthly working group meetings, liaised with their peer groups to gather ideas and information and have helped to make decisions, not only about the design, but also the materials and resourcing of our garden.</p> <p>During our meetings we discussed our initial ideas and identified the pros and cons in developing this project. As a group, we made site visits to other locations currently delivering similar projects and plans for our garden were modified based on the feedback from those visits. These included: Trellis, Eats</p>

Rosyth, Crombie Community Garden, and Aberdour Primary School Garden. Our pupil leadership group travelled by bus to visit the Crombie Community Garden which allowed them to see a comparable project in action and opened their minds to the benefits of having a school garden of their own. This generated interest in how food is grown, the importance of pollinators and the benefits to be had from outdoor garden activities. They had the opportunity to ask questions and to take home produce.

As a result of our visits and planning meetings, we were delayed slightly in beginning construction, mainly due to making the decision to avoid having a large pond. After taking advice and guidance from those involved with established gardens, we wanted to avoid making unnecessary mistakes so revisited our aims before finalising our plans. This proved to be a positive decision as it gave more time to ensure our garden would fully deliver our curriculum needs and incorporate pupil voice.

Construction

It's envisaged that most of the construction of the allotments will be done by volunteers co-ordinated by the Nature Conservation group.

It's hoped that the Fife Employability Group are able to help too.

Construction began in January 2023 and our site development is now well underway. With support from the Fife Rural Skills team, the site was cleared. This was a huge help in enabling us to move forward with our project. Our group of volunteers made up of parents, pupils and the local community came together to build our raised beds and we are now ready for our outdoor classroom to be created. The garden is on track to be up and running by the end of January.


Management

Pupils will learn in class about the key initiatives that link to this project and will begin their journey in our food education programme. They will learn about growing in preparation for practical experiences.

Pupils will make plans for their allotment – researching and learning about seasons, bulbs and seeds, vegetables and best times of year for different foods to be grown and harvested.

We are now at the beginning stages of learning about the 'Better Eating, Better Learning' initiative in classes and are learning about the types of foods that can be grown and the suitable timings for planting and harvesting. This is in collaboration with an education team who is made up of teachers, a biologist and a freelance creative director.

<p>In what ways has your project built the capacity of practitioners to deliver food and health education in your establishment?</p>	<p>The creation of this education team is supporting us in our journey to delivering a thorough and sustainable food and health education programme at Limekilns. We are creating a progressive planning document that can be used across our school to support practitioners, one which can be adapted and modified where needed. The team are committed to working with staff on the project during term time, to assist during school holidays and to provide teaching staff with administrative support needed to develop materials to use alongside practical garden activities. This will enable teaching staff to focus on the food and health education delivery to pupils, enable them to learn from the skills and expertise available in the community and implement these into practical learning experiences for all pupils.</p> <p>In addition to delivering food education outcomes, we are also ensuring we focus on Learning for Sustainability, Sustainable Development Goals and Climate Change Education. Our teaching staff are incorporating these into their yearly plans and we are working together to build depth of understanding and confidence in delivering these, with the support of the local Nature Conservation group.</p>
<p>What has been the impact of your grant-funded activities?</p>	<p>Our grant-funded activities have given us the ability to use our allotment garden to plan for short term, medium term and longer-term planting. For our school as a whole, seeing the garden up and running and utilising the produce will enable it to become embedded in curriculum delivery.</p> <p>The biggest impact of our project is still to come. We have plans for long term engagement from community members, parents, the CLP nature group and the education team for long term sustainability.</p> <p>As our project develops over the coming months we aim to;</p> <ul style="list-style-type: none"> • partner older members of our community with our children. • have a hot composter in the garden; compost will be used on the food we are growing. • foster recycling and reusing messages, no waste. • capture water in water butts to use in the garden and reducing the use of tap water where we can in order to reduce the energy used for water supply. • capture carbon dioxide through planting of vegetables, flowers, hedges, fruit trees and other trees; these all remove carbon dioxide through photosynthesis. • climate change; weather changes are impacting biodiversity and our garden will be a haven for pollinators, wildlife and it will be an organic, non-pesticide garden. <p>We live very close to the sea here, and sea level rises will impact our villages. Our garden, alongside a seagrass conservation project we are involved in, are all showing our children their role in helping tackle climate change and global warming locally and gives them the opportunity to take action.</p>

<p>How have you evaluated this?</p> <p>Please include any key evidence or impact data.</p>	<p>We plan to invite councillors, funders, stakeholders and MSPs to visit the site and also plan to write a press release about it locally.</p> <p>The CLP Nature Conservation Group is also part of the Coastal Communities Network and Plastic Free Fife as well as many other networks, so will be sharing the resources we make and project development with other community leaders and other schools across Fife and Scotland.</p> <p>We have evaluated our project against our original plan and monitored this via monthly committee meetings. The impact of several successful grant applications has meant that we have been focused on what has been needed to get our garden up and running. It also utilises the skills of those in the working group and forges further links within the community for the school.</p> <p>By involving the pupil leadership team we have been able to empower our pupils to have a real input into this project. They have collected opinions from their peers and fed back to the working group in order to develop the design. Attendance at working group meetings has enabled them to gain insight into the challenges of project development and experience the planning and monitoring actions. They have also had the opportunity to have direct input into the planning process, to question decisions that have been made and to really ‘own’ the garden.</p> <p>Recruiting the working group, visiting established school/community gardens and confirming the design took longer than anticipated therefore the construction was delayed by approximately 6 weeks. This delay has enabled the working group to form and become effective in their role, learn from the successes and failures experienced by other groups and more importantly thoroughly consider the security and safety risks associated with a large pond area. It has also enabled the results from other funding applications to materialise and donations to be acquired to make the overall garden design a safer, more manageable and productive area without compromising on the learning experience of our pupils.</p> <div data-bbox="352 1453 1361 1830">  </div> <p>Preparing the ground by digging, removing weeds and beginning to compost.</p>
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Our volunteers gathering the wood to begin building our beds.



Our completed raised beds and our pupils filling them with compost.

		Practitioners	Learners
Please confirm the numbers that have benefitted from the activities supported through this grant bid.	Early learning & childcare	6	30
	Primary	15	132
	ASN	0	8
	Secondary	0	0
Please list the <u>number of establishments</u> that have benefitted from your project. For example a primary school may have worked with a	Charlestown, Limekilns and Pattiesmuir Nature Conservation Group Limekilns Floral Display Group Fife Rural Skills Team The Bruce Hotel, Limekilns Robert Wright, Landscape Architect		

local secondary or feeder nursery.	
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Outputs or deliverables

Please tell us about any resources or content that has been produced through this grant that could be potentially shared with others. Please provide details if you have already shared resources or project outputs more widely. Include weblinks where relevant.

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Items of Expenditure

Please provide details of your grant expenditure for financial year 2022/23 ending on 31 March 2023.	
Grant funding awarded to your project:	£1284.57
Total amount you have spent:	£1330.14
Underspend to be returned:	£0

Please list in the table below all discrete items of expenditure relevant to this claim and the type of documentary evidence that has been submitted *or* will be made available on request to substantiate each amount.

The eligible costs for which the Grant can be claimed are:

- Cost associated with the development of resources
- Costs associated with the development of e-resources
- Costs for agreed resources such as practical gardening materials, practical food materials, food equipment, minor changes to rooms that support the project (e.g. additional plug points) and relevant IT equipment.

The eligible costs exclude:

- reclaimable Value Added Tax

A	B	C	D	
Item	Amount (£)**	Paid Invoice [Y/N]	Other	
First Tools Hand Tools	529.75	N	Receipted on Oracle system	↩
Winter Wheelbarrow	135.98	N	Receipted on Oracle system	↩
Cooking Essentials Pack	359.97	N	Receipted on Oracle system	↩
Seed Pack	111.72	N	Receipted on Oracle system	↩
Children Gardening Gloves	85.75	N	Receipted on Oracle system	↩
Long Handled Gardening Tools	43.17	N	Receipted on Oracle system	↩
Multipurpose Compost	63.80	N	Receipted on Oracle System	↩
TOTAL*	£1,330.14			↩

* Note the Total should add up to the total expenditure claimed for the period.

** Receipts must be provided for any item of expenditure costing £500 or above