

Greening Richmond Schools and Youth Settings

Secondary Schools, College Students and Youth Centres

PROJECT EVALUATION AND FEEDBACK

April 2025



Supported by Climate Emergency Richmond

Greening Richmond Schools and Youth Settings



CIC Registration number 9435120

Introduction and context

As part of 'Reimagining Richmond', Let's Go Outside and Learn delivered the 2nd Greening Richmond Schools project in 2024/5 in partnership with Richmond Council Parks team.

The project aimed to recognise the vital importance of listening to the voices of young people, who will be tomorrow's policy-makers, environmental stewards, community-leaders and business managers. The workshops with schools are part of the Climate Emergency action plan https://www.richmond.gov.uk/climate_change. There was a link with the Borough Climate action planning and Richmond Biodiversity Plans

The project was built on the vision that young people have for the natural world, this project explores the themes of climate change while supporting young people to develop an action plan to "Rewild" their school grounds and develop a more biodiverse environment.

The project encouraged young people to understand the issues, realise the role that the school community can play in climate adaptation and take actionable steps towards change.

Schools were invited to improve the biodiversity of their school grounds to develop species rich habitats in school grounds. The project references the habitat and species actions outlined in the Richmond Biodiversity Action Plan.

<https://habitatsandheritage.org.uk/our-work/parks-nature/richmond-biodiversity-partnership/>

WHAT WENT WELL?

This is what participants (staff and young people) told us they enjoyed about the project:

- *“I'll try to take part in more projects like this one, which I loved and found helpful, and plant plants at home”*
- *“I'll always be mindful of everything I do and how it could affect the environment or wildlife.” (Student)*
- *“The school will take on more eco projects where possible” (School staff)*
- *“The team have been really happy and pleased to have you with them and to see the benefits that a number of the young people have taken from your work with them” (Youth club staff member)*

Most participants had not taken part in or thought about a greening/environmental project prior to the workshops. Most participants (adults and children) had only limited understanding and few practical skills.

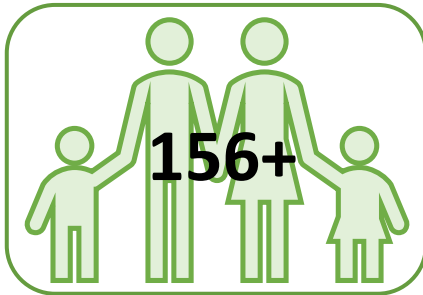
This project inspired them to have a positive environmental outlook and roles within their schools/youth centres. Some have also set intentions that they will take back home.

- *“I have planted more greenery in my own garden.” (Student)*
- *[I want to]“Increase biodiversity at home” (Student)*

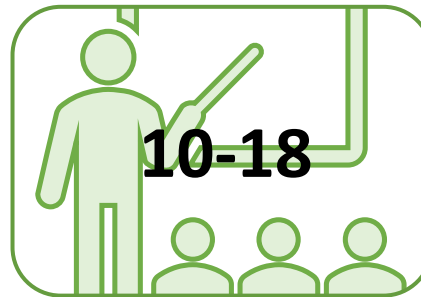


Students creating a bug hotel out of recycled pallets

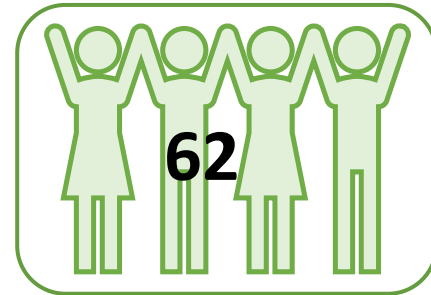
PROJECT OUTCOMES STATISTICS



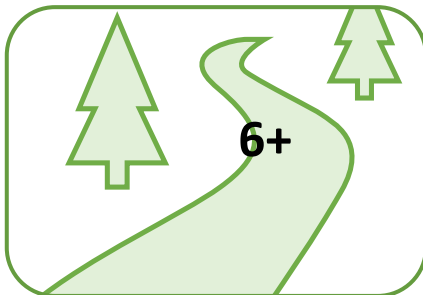
Number of youth engaged



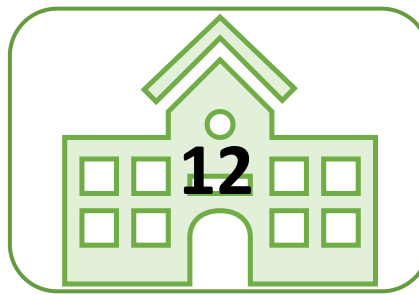
Age range of participants
(young people)



Number of workshops for
young people



Number of plans and
recommendations that **link to**
HAP's and SAP's



Number of schools and groups
that took part in sessions
2024/5



Number of action plans put into
action to date

PROJECT OUTCOMES PLANS

- Habitat Action Plan

Hedgerows planted at Teddington School to soften the metal fencing. Grey Court are including a hedgerow to enhance biodiversity in a set space.

- Species Action Plans- Hedgehogs & Bats

Woodcraft folk and Sir Richard Reynolds mapped out their space checking for hedgehog highways and found barriers due to close proximity of river, and residential housing. Established bat houses were present at Orleans and Turing Schools due to close proximity to river, and recent building work.

- Pollinators

All youth groups and schools worked to improve pollinator opportunities. For example, creating hover fly habitats with Ham Youth Club and a bug hotel with Richmond College.

- Private Gardens

Each setting established wormeries and put in specific sites monitoring changes. Leaf compost areas were included in plans

- Enhancing wildlife corridors

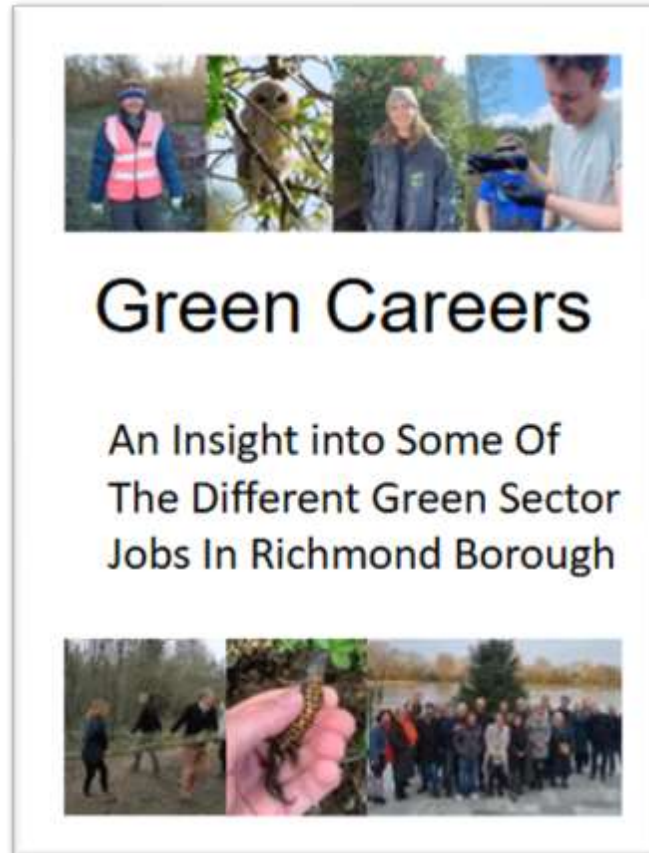
Students and relevant facilities staff enhanced wildlife corridors leading from their setting to other green spaces including private gardens.

- Promoting awareness wildlife friendly gardening within school community using newsletters, signage and fundraising.

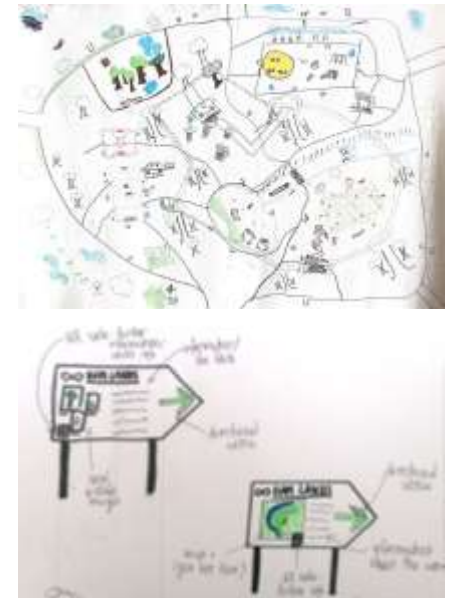
PROJECT OUTCOMES

GREEN CAREERS

- Number of booklets printed - **60**
- Number of green sector career related events delivered - **2**
- Number of roles included – **10**



Front cover of Green Careers booklet



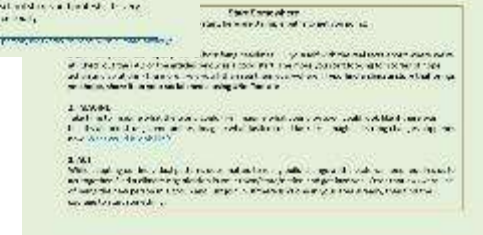
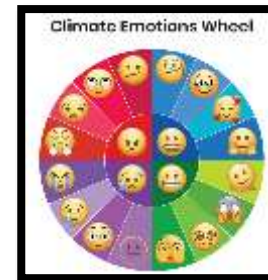
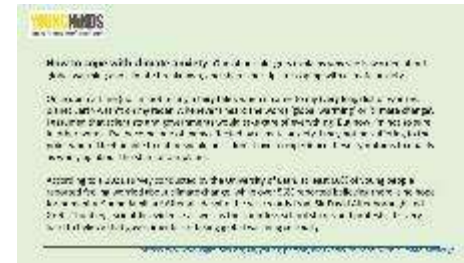
Designs for greenspaces and trails created by students as their tasks during green careers day

PROJECT OUTCOMES

The workshops and planning sessions delivered on site had the following outcomes:

| Young people | Schools/Youth clubs | Richmond |
|---|---|---|
| More than 156 young people have been given the responsibility and opportunity to take positive social action and to have a vision for the future of their school grounds by developing an action plan to rewilding their school grounds and to incorporate borough BAP and SAP plans. | The project has given 12 schools/youth clubs a sustainable model that encouraged young people to understand the issues around climate change, realise the role that the school community can play in climate adaption for their school grounds and take actionable steps towards change that can be built on in the future. | Young people reflected and learnt about positive action they could take to improve biodiversity linked to Richmond Biodiversity Habitat and Species Action Plans. There are areas of grey tarmac or paving that the project has made more biodiverse, attracting pollinators or creating new habitat. |
| The improved habitats developed through the project supports curriculum learning as well as lifelong learning. | 5 schools/youth clubs have implemented plans for new habitats and plans for improved school grounds which reference the Richmond habitat and species action plans as a reference. | The project has been an opportunity to engage a new generation of young people in caring for the local ecology and inspire pupils to look for a career in the “green sector”. |
| Climate Change Anxiety has been considered, and students have been given the opportunity to take positive steps | Young people and staff with no prior interest in their outdoor spaces worked together as a team to learn and get involved in creating their action plans and took part in practical implementation. | All participants learnt new practical skills linked to habitats and species by developing action plans for gardens species e.g. building hedgehog houses, bird feeder and wormeries. These actions are replicable in their own gardens |
| New skills and lifelong learning. | Schools and Young people learnt about green careers and environment sector opportunities. | Opportunities in the environment sector opportunities are better understood. |
| Participants have a deeper understanding of how their actions can improve wellbeing for themselves as well as the wider school community. | Students in each school worked communicated the project progress within school body including newsletters to parents so spreading the project messages to a wider audience. | The project team worked in partnership with young people and their staff on an innovative project that will make a lasting difference, creating the foundations to be built on by future year students linking to the new Natural History GCSE. |

Climate change anxiety has been considered in the development of the sessions. In each session we have referred to climate anxiety, shown positive steps students can take and online resources for support. These resources were all forwarded to lead contact in school, and advised to be included in a google classroom format for easy access by students.



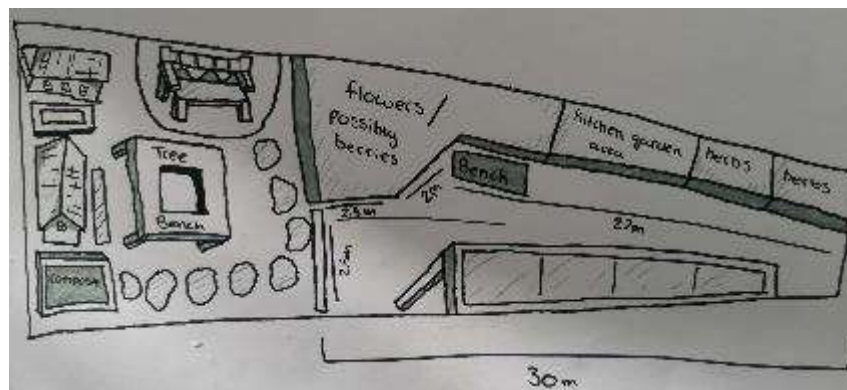
Some young people were inspired to go one step further when planning aspects of their outdoor space. The Woodcraft Folk decided to use as many recycled resources as possible in their action plan (e.g. seats made out of old tyres, planters and tables from old scraps of wood, bug hotels and wall planters out of old palettes). Other groups looked at growing their own vegetables as a way to reduce the impact of transporting them from overseas.

PROJECT OUTCOMES

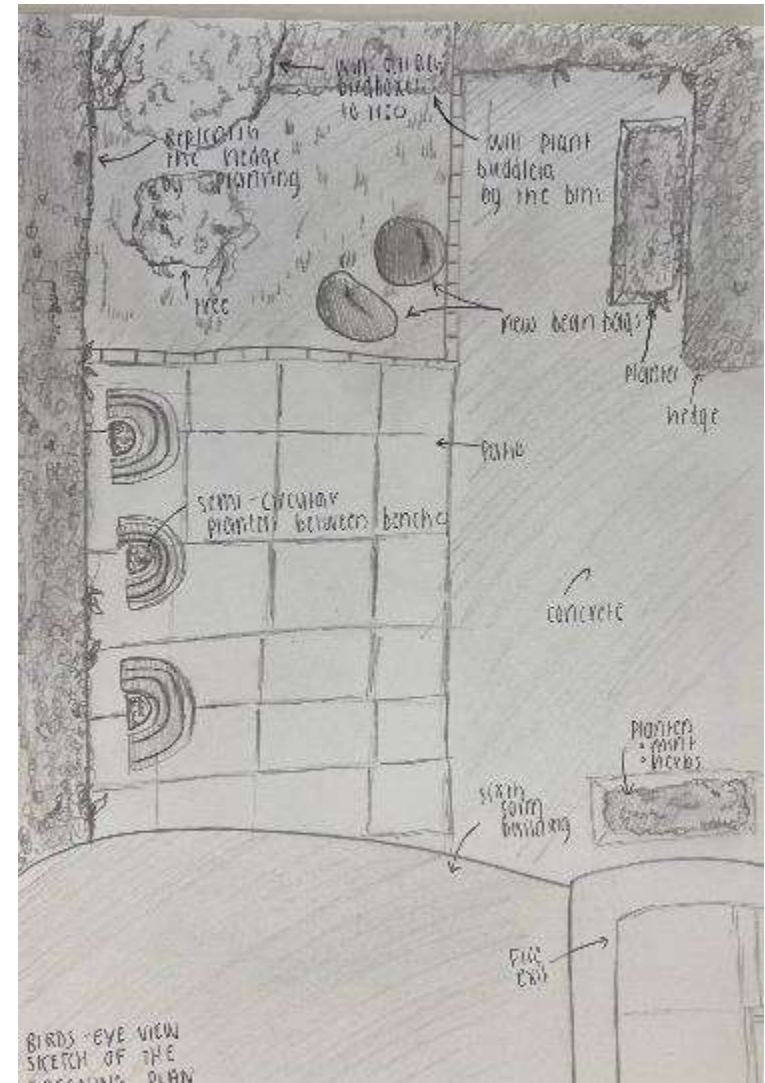
Action plan examples which focused on creating designs of their chosen spaces.



Waldegrave School greening designs



Saint Richard Reynolds Catholic College layout/plan



Teddington School site plan

PROJECT OUTCOMES

Implementing Action Plans

Pictures from Teddington School and Waldegrave School planting sessions.



Learning about habitats/biodiversity and planning their spaces



WHAT NEXT

We are actively seeking funding to:

- ✓ Continue to support/work with the schools and centers who engaged to help the longevity of the greening projects within their sites.
- ✓ Widen the area worked in to include further schools and youth groups.
- ✓ Offer opportunities to participating students (past and future) to join local conservation projects.
- ✓ Our thanks to our funders and partners for their support over the last 2 years.

For further information:

Contact info@lgoal.org.uk

Website: www.lgoal.org

Facebook : [LetsGoOutsideandLearn](https://www.facebook.com/LetsGoOutsideandLearn)

Twitter: [@LetOutside](https://twitter.com/LetOutside)

