



Case study

Tenbury High School

Schools' Challenge Case Study

Gary House



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Specialist Schools
and Academies Trust
EXCELLENCE AND DIVERSITY

Background

Tenbury High School has approximately 450 pupils on roll, aged between 11-16 years. It is a mixed comprehensive school and specialist science and mathematics college. The school is a holder of Investors in People, Sportsmark, Careersmark and Enterprise awards, together with the Eco-schools 'Green Flag', illustrating their commitment to a broad curriculum and their close links with the wider community.

The project

1. What were you trying to achieve for your learners through the curriculum?



- Provide pupils with an improved understanding of the food chain and the role played by farming
- To increase the school's links with farmers and food producers
- To promote an increased interest in careers in the food & farming industries as well as a greater appreciation of the importance of the countryside and environmental issues

2. How did you organise the learning to achieve your aims for learners?

Enterprise Education - pupils took part in the Waitrose Food Challenge with Farming and Countryside Education (FACE), a cross-curricular challenge to produce, package and market a healthy pizza.





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Healthier lifestyles - Teachers and community volunteers led on growing crops in school and creating flowerbeds to improve the school environment. Pupils' practical experience of growing food was supported by work on "food miles" in food technology lessons. They were encouraged to produce meals using the food they had grown, whilst learning about the nutritional value of food types.

STEMNET science club project - to increase the links with farmers and food producers the science club developed a project on the use of Miscanthus sp as a biofuel. Pupils used data loggers to monitor weather and growth rate in a range of conditions. This data was shared with subject teams via the school network and to farmers via the internet to try to aid farmers in the improvement of yields. This project also included a visit to a farm based biofuel power station.

3. How well are you achieving your aim?

In order for pupils to develop a greater appreciation of the importance of the countryside and environmental issues, Tenbury High School increased their links with the following environmental organisations:

- **Duckworth Trust** – created a sensory garden for SEN pupils.
- **BBC Breathing Places** – created an Environment Area, established and managed by pupils.
- **Nature Trust Watch Group** – provide environmental teaching support to primary schools in the local area.
- **National Trust Conservation project** – Forestry Skills and Management.
- **National Rivers Authority** – Salmon in the Classroom Project, eggs hatched in class and the fry released into the River Teme.



Participation in the Breathing Places project has led to the creation of a pond, newt habitat, a bog garden and a willow sculpture. Pupils will be planting even more to create an outdoor classroom/performance area, which will increase their understanding of how plants grow.





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4. What does the school plan to do next?



- To continue developing the school grounds and participation in food and farming activities
- Tenbury High School will continue to work with community organisations and play an active role in community agriculture, linked events such as the Apple Festival and the Tenbury Agricultural Show