**Sustainability**

“Children and young people with increased knowledge of the natural world such as biodiversity, eco-systems and sustainability, combined with the horticultural knowledge discussed above, are better connected with their food. They also understand their role as environmental stewards. This is reflected in test measures exploring ‘appreciation for the environment’ and ‘concern about human impact’ and in attitudes towards issues such as organic, local, free range and fair trade food production.”

“Schools also report increased levels of environmental responsibility including taking greater care for the school environment, and interest in recycling. 51% of schools report that their schools compost as part of their food growing and 52% grow food organically.”

Food Growing In Schools Taskforce Main Report, March 2012 [**Read the full report**](http://www.gardenorganic.org.uk/organicgardening/food-growing-in-schools.php)

“Classrooms, both inside and the many outdoors in the school’s own woodland, are well resourced and inspire pupils’ curiosity about the world around them. Respect for the environment and for each other pervades all of the school’s work.”

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| “The impact on pupils’ personal attributes of tolerance, respect, integrity and reliability is remarkable. The school is the Eco-hub for 32 other schools locally, in Africa and in New Zealand. These links give pupils a true understanding of the word ‘community’.” |

Edwalton Primary School, Nottingham. Ofsted report