

RHS Yorkshire in Bloom

Entry Pack 2019

Category E1

Schools & Educational Establishments



YORKSHIRE

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Introduction to RHS Yorkshire in Bloom



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RHS Yorkshire in Bloom is a voluntary regional organisation that administers the RHS Britain in Bloom Campaign in North, South, East and West Yorkshire. RHS Britain in Bloom is the largest horticultural campaign in Europe and each year it grows in size and importance and involves more people, groups and organisations creating lasting improvements to local environments. Villages through to cities in the region are judged in spring or summer.

All other community, business, and educational establishments are judged in the summer.

Why Enter RHS Yorkshire in Bloom

- ❖ To improve the environment
- ❖ To foster civic pride
- ❖ To develop community spirit
- ❖ To improve the visual appearance of the place making it an attractive place to visit, work and live in.
- ❖ To create a good impression to visitors and to attract potential business.
- ❖ To involve local organisations – Local Authorities, schools, voluntary groups.
- ❖ To foster a sense of competitive spirit in order to achieve success

Remember that entering RHS Yorkshire in Bloom should not be seen to be purely for competitive reasons. This is, of course, important but it must also be borne in mind that any improvements made to the visual environment and in the development of community spirit should form the long-term objectives of the entry.

Which categories can we enter?

Entry into the Educational Category is open to all sizes of schools, colleges and universities. The Harrogate Flower Show – Young Peoples Award is open to all young peoples groups including after school clubs, out of school clubs and learning centres. Entry form is available on the Yorkshire in Bloom website www.yorkshireinbloom.co.uk



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HARROGATE FLOWER SHOW YOUNG PEOPLES AWARD



A campaign class for schools including after/out of School Clubs/ Learning Centre's. This category is open to any school, youth group or group of young people under the age of 18 who have made significant contribution to improving their environment.

Participants' Guidance Notes

RHS Yorkshire in Bloom showcases environmental excellence across the region, from the smallest pre-school to a Large University, it brings together communities with one common aim, to improve their environment. Judges are assigned to assess your entry against a national set of criteria, which has been developed to support both judges and entrants. To help you meet this criteria the following guidelines may be a useful reminder of what judges will be looking for.



It is the role of the assessor/ judge to carry out the assessment using the educational school assessment sheet as a framework for marking and giving feedback. The time allocation is **up to 1 hour**, and the assessment takes place in the summer judging period in June / July

As with all Yorkshire in Bloom entries the judge will contact the school to make arrangements for the assessment visit and will check if there are any specific requirements in regard to child protection so that they are prepared in advance. We do ask the judge to follow the guidance lines from Yorkshire in Bloom Safeguarding policy.

The Judging Process

The Judges receive their judging allocation several weeks before the judging period. **They will contact you** as soon as possible to work out suitable availability dates. We request that Judges are as flexible as possible, and offer their services to suit your entry, noting that sometimes this maybe weekends or evenings.

There will be normally one or two judges who visit and carry out the assessment. The judge's names and contact details will be emailed to the entry around the same time that the judges are allocated. (This is referred to as the judging schedule) Thus it is important that the contact details posted on the entry form are the details needed to contact the right person.



We are very aware that entrants are probably nervous and concerned about the judging process so we do try to allay any possible fears. (Particular first time entries) We are a very social campaign and do our very best to put our entrant at ease.

The suggestions that follow are examples of things that **MAY be present** in an entry – **they are NOT an extensive list of things that have to be done or to be achieved!**



What do the assessors look for?



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Broadly speaking, schools tend to focus on three main areas of horticultural interest:

- (1) Productive horticulture is popular, with many schools using raised beds as a favoured method for undertaking this activity
- (2) Many schools (subject to space) have a 'wildlife' area, which may be managed to a greater or lesser degree.
- (3) Areas of ornamental plantings which enhance the school grounds. Pupils may (or may not) be involved in the planting and maintenance of ornamental areas. Involvement is more likely to be with annual plantings.

In schools, pupil involvement may be class based or may be delivered via a gardening club. The gardening may be linked to other initiatives such as the RHS Campaign for School Gardening, Eco-schools, Forest School and in some areas such as Leeds, Healthy Schools.

- During the assessment it is good for the judge to look for evidence of pupil or young person involvement. Talking to them will soon elicit the degree of their participation.
- It is better that the pupils have hands on involvement, so the judge won't expect everything to be perfect but the grounds may / will be maintained by contractors.
- Gardening is a big commitment and of course schools are not open throughout the year, summertime is particularly difficult unless someone can come into water and pick the produce. Sometimes it is better to do a smaller amount well and build up the skills etc. required. For vegetable production choosing varieties that crop before July might be an option or in September.
- The judge may assess the pupil's/young person's knowledge by talking to them. Project books, display work, diaries, newsletters, gardening club web pages etc. may also demonstrate this.
- The judge may look for evidence of community involvement and remember this can include the immediate school staff and pupils, the wider school community (parents, grandparents, guardians etc.) and the local community. Are they supported by a local 'in Bloom' group?
- If there isn't a dedicated wildlife area, the judge may look at other evidence of supporting wildlife and biodiversity e.g. plants for pollinators, plants for shelter, bird boxes, bat boxes, minibeast shelters/hotels etc.

The above are just some things the judge may look out for during their visit, but their most important element **is to provide support**. This can be done by way of advice at the time or later in the assessment feedback.

Young Peoples Award Assessment Forms



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Educational Schools Assessment

	Name of Entry				Overall Impression			
	Judges							
Date of Assessment							Total Marks	
MAXIMUM OF 10 POINTS PER SUB SECTION								
A Horticulture 40%	A1	A2	A3	A4				
B Environment 30%	B1	B2	B3					
C Community 30%	C1	C2	C3					
Total Score out of 100							Medal Awarded	
Gold, Excellent 85-100 Points							Silver Gilt, Very Good 75-84 Points	
Silver, Good 60-74 Points							Bronze, Satisfactory 50-59 Points	
Judges feedback on areas for consideration								
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Educational Schools Assessment



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		Gold 10-9	Silver Gilt 8	Silver 7-6	Bronze 5
A1	Plant Selection Are the plants suited to their growing conditions and location and is there term time and year round interest (where appropriate)?	Excellent plant selection with almost no exceptions and extensive term time and year round interest.	Plant selection overall is very good with only a few exceptions and ample term time and year round interest.	Plant selection is generally good . There is room for improvement in some areas in order to extend year round interest.	Plant selection is satisfactory however it requires further consideration in order to extend the season and maintain interest.
A2	Plant Quality Are the plants vibrant and grown to their full potential? Are they relatively free of all pests and diseases?	Plant quality is excellent and grown to full potential with no evidence of pests and diseases.	Plant quality is very good with few exceptions. There are minimal signs of pests and disease present.	Generally plant quality is good but not consistent. Pest and diseases are present in a few locations. Lack of vigour in some areas.	Plant health and vigour could be improved but are generally satisfactory . Pests and diseases are present in some areas.
A3	Maintenance of Planted areas Are areas maintained to a high standard both in and out of term including baskets and troughs, cultivation, weeding, feeding, pruning, grass cutting and edging where appropriate? Tree and shrub maintenance including appropriate planting.	Excellent standards of cultivation. Very consistent throughout. Maintenance and general care is outstanding in all areas.	Standards are very good with few exceptions. Maintenance is managed very well and the results are very consistent.	Standards are good and fairly consistent. There are a few exceptions where further attention is required.	Standards are generally satisfactory . However, the maintenance programme requires further attention to detail in some areas.
A4	Overall Impression Are the overall design and materials used appropriate to the location and do they generate an obvious welcoming factor?	Excellent attention to detail delivering the desired results in a most consistent and appropriate manner creating the WOW factor.	Most areas have high impact and very good attention to detail though a few are not compatible. There is a WOW factor. The entry is generally very good.	Good overall effect although not always balanced. Some areas make an impact others need to be more vibrant and embrace better design.	Although satisfactory more attention to detail is required in order to create more impact and design.

Educational Schools Assessment



		Gold 10-9	Silver Gilt 8	Silver 7-6	Bronze 5
B1	Natural Environment Biodiversity including the protection and conservation of the natural environment and wildlife habitat, The provision of appropriate wildflower areas, aquatic areas and if applicable bat and bird boxes and insect hotels.	The natural environment is managed to an excellent standard supporting a wide range of flora & fauna, with little improvement required.	The natural environment is managed to a very good standard supporting a wide range of flora & fauna, very little effort would lift it to excellent.	The natural environment is managed to a good standard supporting a wide range of flora & fauna. Requires further work to improve it in places.	The natural environment is managed to a satisfactory standard supporting a wide range of flora & fauna, Needs significant improvement in places.
B2	Hard Surfaces and Open Grass Areas (Including car parking area and school garden areas) To include cleanliness, absence of litter, path weeds and chewing gum Are there water conservation and recycling initiatives is there adequate maintenance of hard landscapes, open spaces & garden furniture.	All areas are cleaned to an excellent standard. Garden furniture including litter bins and seating is in excellent condition. There is effective control of path weeds, excellent evidence of recycling initiatives.	All areas are cleaned to a very good standard. Garden furniture including litter bins and seating is in very good condition. There is very good control of path weeds and very good evidence of recycling initiatives.	All areas are cleaned to a good standard. Garden furniture including litter bins and seating is in good condition. There is generally good control of path weeds. Reasonable evidence of recycling initiatives.	All areas are cleaned to a satisfactory standard. Garden furniture including litter bins and seating is in variable condition. There is a lack control of path weeds, Little evidence of recycling initiatives.
B3	Local Identity To include sense of place, heritage, art in the landscape and school signage and interpretation.	Extensive evidence of efforts to highlight/enhance the school identity. An excellent impression made about what makes the school unique.	Considerable evidence of efforts to highlight/enhance the schools identity. A very good impression made about what makes the school unique.	Some evidence of efforts to highlight/enhance schools identity. A good impression made about what makes the school unique.	Little evidence of efforts to highlight/enhance the school identity. A satisfactory impression made about what makes the school unique.

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Educational Schools Assessment



		Gold 10-9	Silver Gilt 8	Silver 7-6	Bronze 5
C1	Communication & Awareness Apparent both within the reception area and throughout the school. Communication and media involvement embraced in all its relative forms.	Communication extremely well covered in all its forms, public awareness excellent .	Communication very well covered and Very good public awareness.	Communications good , public awareness of a good standard. A few missed opportunities.	Communications and public awareness is satisfactory . Overall there is room for improvement
C2	Funding & Support On-going support for the bloom initiative appropriate to the size of the school making it viable and able to continue moving forward.	Excellent level of funding that ensures the viability of the school into the future. Support in all areas is outstanding and a real strength to the entry.	Very good level of funding that ensures the viability of the school. Support in all areas is very good and will be sustainable over time.	Good level of funding that ensures the viability of the school and sustains present projects. Support in all areas is good and, with effort, will be sustainable over time.	Satisfactory level of funding that ensures the viability of the school and sustains present projects. Support in all areas is satisfactory and fairly sustainable over time.
C3	Year Round Activity & On-Going Planning Evidence of forward planning and year round activity highlighting any events that makes this school stand out and demonstrates great strengths in pupil involvement.	Excellent evidence of all activity taking place throughout the year and of advanced planning. Excellent pupil involvement.	Very good evidence of all activity taking place throughout the year and of advanced planning giving this entry a real strength, very good pupil involvement.	Good evidence of all activity taking place throughout the year and of advanced planning. The entry is in a good position, with good pupil involvement.	Satisfactory evidence of all activity taking place throughout the year and of advanced planning. The entry is in a satisfactory position with satisfactory pupil involvement.

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The Judging Report

Immediately after your judges have visited, they put together the judge's report using the relevant Judges Report sheet and Matrix as above.

The report will include the Introductory paragraph '**Overall Impression**', plus the '**Judges Feedback on Areas for Consideration**.'

These are the comments that the judges believe would assist the entry in improving and raising the profile of the business as an entry in the campaign. These are constructive suggestions and subjective to the judge's experience and opinion.

Each of the judging criteria is broken down into its component parts and the scores allocated to each are shown. This is a great indicator as to how the judges believe, you the entry, have attained within that scoring matrix.

A Final score shows the medal awarded.

Date of Assessment						Total Marks
MAXIMUM OF 10 POINTS PER SUB SECTION						
A Horticulture 40%	A1	A2	A3	A4		
B Environment 30%	B1	B2	B3			
C Community 30%	C1	C2	C3			
Total Score out of 100						Medal Awarded
Gold, Excellent 85-100 Points						Silver Gilt, Very Good 75-84 Points
Silver, Good 60-74 Points						Bronze, Fair 50-59 Points
Judges feedback on areas for consideration						

Awards of Gold, Silver Gilt, Silver and Bronze Accreditation will be made.

You are provided with a certificate of accreditation and the opportunity to order a plaque to display.



The reports and certification are sent out to all entries following the Award Ceremony in September



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We are part of

RHS Yorkshire in Bloom 2019

