



# Climate Ready School Grounds

## Action plan: St Michael's Primary, Glasgow

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### Description of outdoor space

Large school grounds wrapping around the building on three sides with a main road at the front of the school. All tarmac, except an Astroturf sports pitch and a small area of grass at the front of the school which is unused.

Six representatives from the two P6 classes and six from the two P7 classes involved with the four workshops.

### Summary of feedback

#### What is climate change and why is it happening?

- Deforestation and fossil fuels and pollution.
- Climate change is happening because of oil factories and using non renewables.
- Climate change has an impact on animals, including plastic in the ocean.
- People using non-electric cars.

#### What changes might we see because of climate change?

- Skies turning grey and the weather changing.
- Weather getting colder and hotter.
- The sky will be grey and the seas fill with oil and all the forests will die.
- We might see floods when the polar ice caps melt.
- Animals becoming extinct.
- The drains would be blocked.
- If it keeps raining, we can't go outside.

#### What can we do to help stop climate change?

- Recycle more.
- Use cars less – ride a bike to school instead.
- Use less plastic.
- Use eco-friendly items – use glass not plastic.
- Use electric cars and walk.



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### Summary of School Grounds Climate Survey

#### The survey highlighted:

- Vandalism has been an issue in the past, for example the existing shelter has been damaged and can't be used until it is repaired.
- The existing raised beds are too high, so it is difficult to grow anything in them.
- One side of the school playground is windier than the other side.
- After rain, water pools on the tarmac in the less windy playground creating a large lake. Water also pools at one end of the Astro pitch.
- One side of the playground gets very hot during long periods of sunshine and there is a classroom on this side that gets very hot because of this.
- There is an area of playground at the rear of the school building that the sun doesn't reach, so it can be cold and icy in winter.
- There were lots of biodiversity resources on the survey that don't exist at St Michael's.

#### Priorities for practical changes identified:

- Plant a hedge using trees from the Woodland Trust in the green space at the front of the school to help wildlife, capture carbon and improve air quality near the main road. Create signs to protect the trees from the mowers and allow some of the grass area to re wild.
- Plant a willow structure in tyres in the windiest area of the grounds to reduce wind blow, but also provide natural shade and help wildlife.
- Create bird feeders and hang them on the boundary fence to attract birds.
- Plant up the existing raised beds with fruit and vegetables, harvest and give away to The Pantry (local food bank).
- Source reflective window stickers for the hot classroom and attach to the windows.
- Grow ivy and other climbing plants up the boundary fence to help wildlife, reduce wind blow and help moderate the temperature on the tarmac.
- Contact the local authority about the drainage.



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### Plans for sharing information and promoting change:

- Create a lunch hall display for all to see.
- Update everyone in assembly.
- Use school Twitter account to raise awareness.
- Create signs to collect plastic bottles which can be recycled at the supermarket.
- Contact the local authority to let the mowers know about the new hedging plants.

### External help needed:

- Write letters to window sticker company, the local Housing Association and the local allotment group requesting help.
- Contact the local authority to let the mowers know about the new hedging plants.
- Contact the school family support worker about food growing and supporting the local food bank.
- Source green willow, soil, and stones to plant the willow structure.

### Update from March 2023

St Michael's obtained their Level 3 School Gardening award and used the Climate Ready School Grounds workshops as evidence to help demonstrate partnership working.

