St Peter’s Primary School

National project link – being a real scientist!
This exemplar shows the value of linking with national scientific projects to submit data about your local environment.

The positive impact has been enormous as pupils feel they are contributing to something really scientifically worthwhile – as well as learning about data collection and analysis of the results!
What the school says

We joined up with the Royal Holloway Biodiversity Boost project because we wanted to improve our school grounds.

This project has been fabulous, because not only has it helped our environment, we have also found out a great deal about habitats and organisms.

Our children have loved collecting and submitting the data and have been really excited about being part of a national project.

Pupils and staff now feel as though the school environment is part of their learning. When asked about biodiversity pupils can demonstrate an understanding of its relevance and will also show an awareness of the skills they need in order to carry out the project.
You could join in too if you want to – there are 3 different types of projects:

**One-off** involves a survey of wildlife in our school grounds.

**Monitoring** involves bigger projects where we survey the wildlife over a longer period to see how our school works as a habitat for the wildlife concerned.

**Biodiversity boost** involves changing the environment of the grounds for a specific animal, this might be planting seeds or building habitats with the objective being to improve the habitat for them.

just visit their website to find out more

[https://schoolsbiodeversityproject.com/](https://schoolsbiodeversityproject.com/)
We are monitoring the wildlife in our outdoor area over time and sending our data to the project to be collated. The children feel like real scientists as their observations and results are valued and used to show the biodiversity in our grounds over time.

Our collaborators at Royal Holloway pass on tadpoles to us, children can observe and develop questions before populating our pond with them.
This is what we did ...

One example of the monitoring projects was to monitor the newts in our pond area. The data was sent to Royal Holloway as part of their data collection for the project. This process will be repeated each year and sent to Royal Holloway for their comparative studies.
During the month of January we surveyed what birds could be found in our grounds. The *average* number of the following birds found on any day was:

- Blackbirds 4
- Magpies 3
- Robins 1
- Pigeons 4
- Sparrows 7
- Seagulls 5

We also saw a heron on one day!

“Our school has been on the lookout for different types of birds. For example we have spotted the following birds: pigeons, blackbirds, magpies, sparrows and robins. Most classes have put up bird feeders that they have made to attract different types of birds. The most common bird is a blackbird” —*Extract from blog, Year 3 child*
The impact for our school was ..... 

- pupils really feel involved and that they are really making a difference to our school grounds.

- they feel their scientific work is valued and want to do more.
Science Subject Leader’s Comments

“We have all loved being part of this project and all our teachers are involved with it.”

“This is an on-going project where data is collected each year.”
What we will do next

Next steps will be to invite other schools to come and use the outdoor area – particularly as this will be developed further as part of the biodiversity project and science lab.

“It’s amazing what we found just in a small patch of ground!” – Year 6 child
“We saw woodlice – all different colours!” – Year 2 child