



ENVIRONMENTAL REVIEW

School: Platt Bridge Community School

Date of Review: December 2012

Carried out by: Angela Wood

ENERGY

- 1 Is there someone in your school who has special responsibility for monitoring the consumption of energy (electricity, heating etc.) in the school? **YES**

If there is, who is it?

M Frost

- 2 Are the energy meters (e.g. electricity meters) easily visible to pupils? **NO**

- 3 Has your school taken any of the following low-cost steps to reduce heat loss through windows?

Draught excluding strips **YES**

Solar reflecting film **YES**

Responsible class window monitors **YES**

- 4 Do the school windows have double glazing, triple glazing or energy-saving glass? **YES**

If **YES**, then in how many rooms? (If All Write ALL)

All

- 5 Are any external (outside) doors self-closing? **YES**

If **YES**, then how many doors are self-closing? (If All Write ALL)

All

- 6 Are low-energy light bulbs and fluorescent tubes used in school? **YES**

If **NO**, then in how many rooms? (If All Write ALL)

All

- 7 Does each classroom have its own heating thermostat? **YES**

If **NO**, then how many rooms have a thermostat? (If None Write NONE)

- 8 Are lights and electrical items turned off when not in use?

Yes

- 9 Does the school have any of the following sources of renewable energy?

Wind Generator:

Solar Water PV Heating Panels: **YES**

Wood Fuel Boiler:

Ground Source Heat Pump:

ANY FURTHER COMMENTS ON ENERGY:

P Stott is to record the energy consumption and give it to A Wood to share with the Eco committee.

LITTER

1 How serious is the problem of rubbish/litter in the school grounds?

Very serious, the place is a mess most of the time

Not too bad, but could be improved

The grounds are more or less litter free

YES

2 Does your school have a clear anti-litter policy?

YES

3 Are there litter bins inside the school buildings?

YES

How many of these are Full / Overflowing?

None

How many are about half full?

Most

How many are less than a quarter full?

None

4 Are there any areas inside the school buildings that are littered where there are no bins?

YES

NO

5 Are there enough litter bins in the school's grounds?

YES

NO

How many of these are Full / Overflowing?

None

How many are about half full?

None

How many are less than a quarter full?

None

6 Are there any areas in the school grounds that are littered where there are no bins?

NO

7 Are the bins generally

Big Enough?

YES

Correct Design (holding in litter in windy conditions)?

YES

Clean

YES

ANY FURTHER COMMENTS ON LITTER

All Children know that if they see any litter in school they should pick it up and dispose of it properly.

WASTE / RECYCLING

- 1 Does the school carefully control the use of resources such as paper, pencils, ink cartridges, pens, envelopes etc?

No, there seems to be little control

Yes, but control is not very tight

Yes

Yes, control of these materials is very strict

- 2 Does the school buy stationery products (paper, pencils, pens etc.) made from recycled content?

Yes

- 3 Are hand towels and other disposable paper products purchased with recycled content?

Yes

If So, note which products are and which aren't

ALL

- 4 Does the school recycle any of the following items of school waste?

Paper: Yes Inkjet cartridges: Yes Plastic: Yes

Cardboard: Yes Vending Machine Cups: N/A Other: Yes

Please describe other materials recycled

Used Batteries.

- 5 What proportion of school food waste is composted?

None: 1 - 25%: Yes 26 - 50%: 51-75%: 75 - 100%:

- 6 Do you run any other recycling schemes to raise money for the school and / or involve the local community, e.g. mobile phones, jumble sales?

NO

- 7 Does the school encourage reuse of materials, e.g. water bottles?

YES

- 8 Does the school have any policies to reduce waste?

YES

- 9 Does the schools

ANY FURTHER COMMENTS ON WASTE / RECYCLING

WATER ↑

1 Is there a water meter to record water use in school? **YES**

2 Is the meter easily visible to pupils? **NO**

3 Are pupils involved in taking and displaying readings? **NO**

4 Are the toilets designed to reduce water loss e.g. low-volume flush, flush on demand urinals etc.? **YES** **NO**

If yes, then how many toilets are fitted with such devices (If all Write ALL)

All

5 Are hand-basin taps of the push-on or self-stopping type? **YES**

If yes, then how many (If all Write ALL)

All

6 Are taps left running?

No

7 Are dripping taps and other leaks fixed quickly? **YES**

If NO, then approximately how long do repairs take?

2 – 3 Days:

4 – 7 Days:

More than 7 Days:

8 How often does the school run water-saving campaigns?

Regularly: Yes

ANY FURTHER COMMENTS ON WATER

Grey water is used to flush all the toilets.

TRANSPORT

1 Do you monitor how pupils travel to school? **YES**

If Yes, how many pupils use the following transport to or from school – note total count of pupils

Walk: _____ **Bus:** _____ **Cycle:** _____

Share taxi: _____ **Share a car** _____ **Car single passenger** _____

TOTAL: _____ **Has this data been mapped?** **YES**

2 Does the school have dry and secure cycle storage? **YES**

If Yes, is there sufficient space for all users? **YES**

3 Does the school offer cycle instruction? **YES**

If Yes, does it include on-road training? **YES**

If Yes, does it meet the national standard **YES**

4 Does the school have a network of 'safe routes' to walk or cycle? **YES**

5 Does the school have any of the following:

Walking Bus Scheme?: NO Cycle Train: NO

Park & Ride?: NO Other Similar Scheme: NO

6 Does the school organise regular 'walk to school' or 'cycle to school' events? **YES**

7 Do any of the school transport vehicles (buses, taxis etc.) run on alternative fuels such as electricity, land-fill gas or vegetable-derived oils? **NO**

8 Does the school have a school travel plan? **YES**

9 Does the school have a pedestrian and cycle entrance that is separate from vehicle access? **YES**

ANY FURTHER COMMENTS ON TRANSPORT

HEALTHY LIVING

1 Does the school provide and promote healthier food at break times and lunchtimes? **YES**

2 Does the school include education on healthier eating and basic food safety practice in the taught curriculum? **YES**

3 Is there a system for monitoring whether children eat a balanced lunchtime diet over the week? **YES**

4 Does the school have drinking water easily available throughout the day? **YES**

5 Does the school offer all pupils a minimum of 2 hours physical activity a week within and outside the National Curriculum? **YES**

6 Does the school have a no-smoking policy for staff? **YES**

If Yes, is this followed by all staff including carers, parents and staff? **YES**

7 Can classroom and other windows be opened to improve ventilation? **YES**

8 Are there green plants growing in pots in any classrooms? **YES**

If Yes, in which classrooms? (If all Write ALL) All

9 Which of the following are commonly used by teachers?

Chalk: **No** Water Based Markers: **Yes** interactive Whiteboard: **Yes**

Solvent Based Markers: **No** A Mixture:

10 Does the school use environmentally friendly cleaning products? **YES**

11 Do the school toilets have: YES NO

Locks: **Yes** Toilet Paper: **Yes** Sanitary Disposal Facilities: **No**

Hot Water **Yes** Paper Towels: **No** Sanitary Product Dispensers: **No**

ANY FURTHER COMMENTS ON HEALTHY LIVING

BIODIVERSITY

1 Do the school grounds staff use chemical pesticides and herbicides?

Often Occasionally Yes Never

2 Does the school have any plants in containers, pots or beds in the school grounds?

Yes Lots: Yes Yes Some: No:

3 Does the school have a wildlife, or conservation area? YES

If Yes, is the area protected by fences or school rules, or both? YES

4 Does the School have any of the following

Bat Boxes: Bird Boxes :Yes Log Piles for Invertebrates: Yes
Bird Feeders:Yes Bird Baths: Woodland Areas: Yes
Squirrel Feeders: Pond: Butterfly Friendly Plants Yes
Species Record:

If any of the above are ticked Yes, are pupils involved in looking after them ? YES

5 Does the school have links with any local or national environmental organisations? YES

If Yes, then with Whom? (List)

Garden Organics Amberswood
Kingfisher Trust
Friends of Low Hall

ANY FURTHER COMMENTS ON BIODIVERSITY

SCHOOL GROUNDS

1 What proportion (percentage) of the school's grounds are?

Grass Playing Field / Short Grass:	75%	Long Grass	0%
Conservation or Wildlife Area:	less than 5%	Woodland:	0%
Tarmac / Path / Roads	20%	Seating Areas:	10%
Flower / Vegetable Beds:	10%	Activity Play Area:	100%
Other:	_____		

2 What proportion (percentage) of the school's boundaries are?

Hedges & Trees: 75% **Wire or Railing** 100% **Open** _____

3 Does the school recycle garden or fruit/vegetable waste in a composter or wormery?

Always: **Yes**

Occasionally:

Rarely:

Never:

4 Do you ever hold lessons or part of lessons outside?

YES

5 Have pupils looked into the heritage of the school grounds?

YES

ANY FURTHER COMMENTS ON SCHOOL GROUNDS

New school field will be available for use in the summer.

GLOBAL PERSPECTIVE

- 1 Do pupils consider how actions taken within the school affect people and the environment locally and globally? **YES**

If so please give examples

Local Action	Local Effect	Global Effect
Litter picks	Visits to Blakelys	Eco week waste activity
Saving water	Visits to Worthington lakes	Rising sea levels
Tree planting	Jubilee wood	Gobal warming

- 2 Of the Eco-Schools topics that you may have looked at in the past, have you explored how these issues might be approached in other parts of the world? **YES**

If so please give examples

Eco-Schools Topic	Location(s) Looked at
Litter/ waste	Child Labor in Brazil
Bio Diversity	Australian Rain forest
Healthy Eating	India Topic

- 3 Are the opportunities for considering global environmental issues maximised through the curriculum? **YES**

Has the school made use of materials from other organisations to help with this topic? **YES**

- 4 Have the pupils considered other issues, such as

Human Rights and Ethics **YES**

Fair Trade **YES**

Conflict resolution **YES**

ANY FURTHER COMMENTS ON GLOBAL PERSPECTIVE

The school sponsors a child in Africa every year.
Fair trade week events have been held in school.

Green Procurement

1	Does the school have a green procurement policy? (There will be a requirement to develop a green procurement policy from Jan 2013)	YES
2	Do you ensure that you purchase all products and services that have a minimal impact on the environment (i.e. Green Procurement)? This could include buying local, buying recycled and recyclable, using less chemicals and reducing the schools carbon footprint)	YES
3	Is green procurement therefore considered in the following areas? (Please refer to the Getting Started pages of the website for more details on Green Procurement)	
	Paper	YES
	Cleaning products	YES
	Office equipment	YES
	Lighting	YES
	Transport	No
	Furniture	YES
	Electricity	YES
	Food and catering	YES
	Gardening products	YES
	Indoor lighting	YES
<p>For more information on Green Procurement and its importance please visit www.keepbritaintidy.org/ecoschools/gettingstarted/Green_Procurement</p> <p>We also have a 'Guide to green procurement' document available for download from this page. It will be a great help in answering all the questions here.</p>		

PUPIL PARTICIPATION

- 1** Do any of the issues considered in this environmental review feature in school assemblies? **YES**

If so then list those in the last term, detailing the topic covered

Healthy Eating – Weekly assemblies.

Global perspective - Harvest festival, Sponsoring a child in Africa.

Recycling – Scarecrow competition.

Bio Diversity - Growing Competition

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- 2** Are special environment-related lessons or visits undertaken by classes or groups e.g. paper making, visits to environmental venues etc? **YES**

If so then list those in the last term, detailing the topic covered

Scarecrow Competition – Recycling

Eco week – Litter, waste, water, healthy eating, gardening, energy and cycling.

Healthy eating -

-
- 3** Are pupils involved with local waste/recycling/conservation etc. projects outside school time or via links with schools abroad etc ? **YES**

If yes then list some examples

Tree carving design Competition at Low Hall Park

New seating area in Platt Bridge (Art work)

Sponsoring a child in Africa

Kingfisher Trust – water/Eco pledges at home.

COMMENTS / NOTES FOR ACTION

On completion of the Environmental Review fill in the following boxes with any comments relating to each topic and list possible actions that could be taken. Some of these actions can then be used in your Action Plan

Energy

Turn off lights and smart boards when we leave the room.
Turn off computers in classrooms when not in use.
Mr Stott to give energy readings to Eco committee.

Litter

Litter picks at lunch times and play times
More bins

Waste Minimisation / Recycling

Make sure everyone uses the right bins,

Water

Turn off any taps in the resource areas.

Transport

More Bike spaces,

Healthy Living

Biodiversity

School Grounds

Global Perspectives

Pupil Participation