

# Environmental Review

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Use our Environmental Review template to evaluate your school's performance against the Eco-Schools nine topics and use the results to develop an Action Plan.

Eco-Schools are welcome to adapt this review or develop their own. Whichever environmental review you use it needs to be completed with pupil leadership and input. Simple Primary School and Early Years environmental reviews are available which have been designed for pupils to fill in more independently.

This review has been designed so that pupils can see if they have progressed when they repeat it each year. It includes opportunities to practice maths and literacy skills.

Please tick the areas that you agree with and leave the other areas blank. At the end of each section there is space to capture comments and ideas that arise whilst completing the review.

Name of school	Thurstonland First School
Date carried out	May 2017
Staff contact	Ms Lisa Robinson
Name and year groups of pupils	Y4/5 Thomas, Benji, Niamh, Ruby
	Y2/3 Hetty, Cece
	YR/1 Dan, Olivia



# Energy Ms Robinson/Mr Erlank/Mrs Hirst

- 1 Are the energy meters (e.g. electricity meters) easily visible to pupils?
- 2 Are pupils involved in taking and displaying energy meter readings?
- 3 Is there someone in your school who has special responsibility for monitoring the consumption of energy (electricity, heating etc) in the school?

Name: Mrs Hirst Job Role: Bursar

- 4 How do they generate their energy (tick all that apply)? **Mix**
- Coal Burning Power Station  Gas Burning Power Station  Nuclear Power Station  Renewable  Other

- 5 Has your schools selected a 'green tariff' if one is available?

- 6 Has your school taken any steps to reduce energy usage?

- |   |                            |  |                               |                           |                            |
|---|----------------------------|--|-------------------------------|---------------------------|----------------------------|
| Water temperature set to a lower 'warm' setting (~50°C) | X <input type="checkbox"/> | Draft excluders used                       | <input type="checkbox"/>      | Low energy appliances     | X <input type="checkbox"/> |
| Use a programmable thermostat                           | X <input type="checkbox"/> | Low energy lightbulbs and florescent tubes | X <input type="checkbox"/>    | Radiator reflector panels | <input type="checkbox"/>   |
| Boiler optimization                                     | X <input type="checkbox"/> | Double or triple glazed windows            | Some <input type="checkbox"/> | Pipe work insulation      | X <input type="checkbox"/> |

- 7 What energy sources do you use in school?
- Mains Electric X  Gas X  Oil  Wood Pellets
- Wind turbine  Solar Panels  Ground Source Heat Pump  Other

Any further comments on Energy:

Switch off fortnight  
 Earth Hour  
 Winter the Penguin on tour



# Litter Hetty/Olivia

1 What percentage of pupils have taken part in a litter pick this term (in or outside of school)?

Number of pupils involved	0	Total number of pupils in school	70	Percentage	0
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2 Look around the school grounds and select a litter grade

Grade A – Litter free (pass)



X

Grade B – Mainly litter free except for some small items (pass)



Grade C – Widespread litter with minor accumulations



Grade D – Heavy litter with significant accumulations



3 What activities has the school done to reduce litter?

Litter picks

New Bins

Increased number of windproof bins

Increased number of times bins are emptied

Posters

Pupil Led Campaign

Assemblies

Letters to Parents

Other

**We have done nothing as we have no litter issues.**

4 Are there enough litter bins inside the school buildings? Yes

Number of full or overflowing bins	Total number of bins in school	Percentage
Number of half full bins	Total number of bins in school	Percentage
Number of quarter full or less bins	Total number of bins in school	Percentage

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

1. Most areas  2. Many areas  3. Some areas  4. A few areas  5. No areas

6 Are there enough litter bins in the school grounds? Yes

Number of full or overflowing bins	Total number of bins in school grounds	Percentage
Number of half full bins	Total number of bins in school grounds	Percentage
Number of quarter full or less bins	Total number of bins in school grounds	Percentage

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

1. Most areas  2. Many areas  3. Some areas  4. A few areas  5. No areas

8 Are the bins generally

Big Enough  Correct design (Holds litter in windy conditions)  Clean

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

Any Further Comments on Litter:

All around school is very clean.



# Waste Thomas/Niamh

1 Have pupils completed a waste audit this year? No

2 Does your school carefully control the use of resources such as paper, pencils, ink cartridges, envelopes etc?

1. No control       2. Little control       3. Some control       4. Reasonable control       5. Strict control

3 Does your school encourage reusable items? (and discourages disposable items)

Water Bottles       Lunch Boxes       Lunch Plates       Other

4 Does your school run any reuse schemes?

Swap Shops       Book Swaps       Secondhand Uniform Sales       Other

5 Does your school buy any products made from recycled materials?

Paper and Pencils       Exercise Books       Other   
Uniforms       Office Paper

6 Does the school recycle any of the following items of school waste?

Paper       Cardboard       Plastic Bottles   
Inkjet Cartridges       Vending Machine Cups       Cans   
Textiles       Shoes       Batteries   
Electricals       Stamps       Other

7 What proportion of school food waste is composted?

1. 0-20%       2. 21-40%       3. 41-60%       4. 61-80%       5. 81-100%

8 What proportion of garden waste is composted?

1. 0-20%       2. 21-40%       3. 41-60%       4. 61-80%       5. 81-100%

Any further comments on Waste:



## Water Cece/Dan

1 Is the water meter easily visible to pupils?

2 Are pupils involved in taking and displaying water meter readings?

3 What does the school do to increase awareness about water conservation?

Assemblies  Takes part in campaigns  Posters  Other

4 What water saving devices do you have?

Low volume flush  Flush on demand urinals  Tap Inserts

Push taps  Water Saving Hippos  Other

5 Are taps left running?

1. Often  2. Sometimes  3. Occasionally  5. Never

6 How quickly are dripping taps or leaks repaired?

1. 1 day  2. 2-3 days  3. 4-7 days  4. More than 7 days

7 Does the School use any water from non-mains supply?

Water Butts  Brown Water Harvesting Systems  Other

Any further comments on Water:

Increase number of hippos



# Global Citizenship Ruby/Benji

1 Do pupils have the opportunity to learn another language?

If yes, which languages can pupils learn? Please list:

French

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2 Which other countries have pupils learnt about this year? Please list:

Brazil/European countries/Africa

3 Which global citizenship topics/projects does your school participate in?

- |                           |                                     |                                  |                                     |                     |                          |
|---------------------------|-------------------------------------|----------------------------------|-------------------------------------|---------------------|--------------------------|
| Fairtrade                 | <input checked="" type="checkbox"/> | Human Rights                     | <input checked="" type="checkbox"/> | Conflict Resolution | <input type="checkbox"/> |
| International Pen Friends | <input type="checkbox"/>            | International School Partnership | <input type="checkbox"/>            | Other               | <input type="checkbox"/> |

4 How does your school "Act Local, Think Global"?

- |               |                          |           |                                     |                                       |                                     |       |                          |
|---------------|--------------------------|-----------|-------------------------------------|---------------------------------------|-------------------------------------|-------|--------------------------|
| Buy Fairtrade | <input type="checkbox"/> | Buy local | <input checked="" type="checkbox"/> | Fundraise for international charities | <input checked="" type="checkbox"/> | Other | <input type="checkbox"/> |
|---------------|--------------------------|-----------|-------------------------------------|---------------------------------------|-------------------------------------|-------|--------------------------|

5 Has the school hosted visitors from other countries this year?

Who has visited and why?

Any further comments on Global Perspective:

Continue to reinvest in Deki  
Visits from Fair and Funky  
Send my friend to school



# Transport Thomas/Naimh

1 Do you monitor how pupils travel to school? Do a survey?

*If yes, how many pupils use the following transport to or from school (note total count of pupils)*

Walk:	Public Transport:	Cycle/Scoot:
Coach/taxi:	Car Share:	Car:
Total number of pupils surveyed:	Has this data been mapped?	<input type="checkbox"/>

2 Does the school have any of the following active travel campaigns?

Cycle Train <input type="checkbox"/>	Walking Bus Scheme <input type="checkbox"/>	Park and Ride <input type="checkbox"/>	Junior Travel Ambassadors <input type="checkbox"/>
Walk On Wednesday <input type="checkbox"/>	Child Pedestrian Training <input type="checkbox"/>	Junior Road Safety Officer Scheme <input type="checkbox"/>	Other <input checked="" type="checkbox"/>

3 Does the school offer cycle/scooter training?  
E.g. Bikeability, Cycling Proficiency, Scooter Safety Yes

4 Does the school have dry and secure storage for bikes and scooters?

5 Does the school have a network of 'safe routes' to walk or cycle?

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

7 Does the school organise regular 'walkers breakfast' or 'cycle/scoot to school' events?  
Once a year for one week

8 Do any of the school transport vehicles (buses, taxis etc.) run on alternative fuels such as electricity, land-fill gas or vegetable-derived oils?

9 Does the school have a school travel plan? We have had one previously.

Any further comments on Transport:

Survey pupils  
Do in SEAL lessons  
Use maths lessons to see results  
Walk to school week as part of Health Week





## Healthy Living Hetty/Olivia

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

2 Does the school curriculum include education on healthier eating and cooking? X

3 Who monitors whether children eat a balanced lunchtime diet over the week?

That is all they are offered.

Name: Mrs Parker

Job role: Senior Lunchtime Supervisor

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

5 Which fitness and health campaigns is your school participating in?

The Daily Mile  Drink Only Water x Walk On Wednesday

Daily Fruit x Meat Free Day  Other

6 Can classroom and other windows be opened to improve ventilation? Yes

7 Are there house plants growing in classrooms? some

8 Does the school use environmentally friendly cleaning products? Yes

Any further comments on Healthy Living:

Some windows don't open much as the school is old.



## Biodiversity Cece/Dan

1 Have your pupils taken part in a national observation project this year?

RSPB Big Bird Watch

Big Butterfly Count

Other

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

1. None

2. One or Two

3. Some

4. Many

5. All Over

3 Does the school have a wildlife or conservation area?

4 Does the School have any of the following?

Bird Baths

Woodland Areas

ID Sheets

Long Grass Area

Wildlife Camera

Hedges

Newly Planted Trees

Wildflower Meadow

Reptile Mats

Pond

Butterfly and Bee Friendly  
Plants

Bird Hide

Species Record

Orchard

Wildflower Beds

Wildlife Boxes

Log Piles for Invertebrates

Wildlife Feeders

5 Does the school have any pets or animals? Two Fish

6 Does the school use chemical pesticides and herbicides?

1. Regularly

2. Often

3. Sometimes

4. Once

5. Never

Any further comments on Biodiversity:

Develop species record.  
Y2/3 do what's under your feet campaign.



## School Grounds Benji/Ruby

1 How often do pupils learn outside?

1. Never  2. Once a year  3. Once a term  4. Weekly  5. Daily

2 Do your school grounds have the following and are they accessible at break times?

	We have	Accessible
Grass Playing Field	X	X
Conservation or Wildlife Area	X	<input type="checkbox"/>
Reflective Area	X	X
Woodland	<input type="checkbox"/>	<input type="checkbox"/>
Orchard	<input type="checkbox"/>	<input type="checkbox"/>
Den Building Area	<input type="checkbox"/>	<input type="checkbox"/>
Cycle Track	<input type="checkbox"/>	<input type="checkbox"/>
Flower/Vegetable Beds	<input type="checkbox"/>	<input type="checkbox"/>
Long Grass	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor Classroom	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

3 What proportion (percentage) of the school's boundaries are:

Hedges and Trees: 20% Fencing or Walls: 80% Open:

Any further comments on School Grounds:

YR/1 have new climbing wall  
Y2/3/4/5 have court for football, netball and basketball  
Play shed for YR/1  
Playground for Y2/3/4/5  
Story corner  
2 sheds



## Communicating your environmental review to the rest of the school community

1 How are you going to communicate the results of the environmental review to the rest of the wider school community?

Eco-Schools noticeboard	x	Assembly	x
Newsletter	x	School Website	x
In Class	<input type="checkbox"/>	Social Media	<input type="checkbox"/>
School play/concert	<input type="checkbox"/>	Presented at Governors meeting	<input type="checkbox"/>
Community event	<input type="checkbox"/>	Other	<input type="checkbox"/>

### What next?

That's it – your Environmental Review is complete! After communicating the results of the review to your school it's time to decide which topics should be your focus. Use the topics you wish to focus upon to draw up your Action Plan with the Eco-Committee. Think about how data gathered could be used as part of your Monitoring and Evaluation step.