

Environmental Review

This is the editable version of the Eco-Schools Environmental Review. You can complete it by adding to the slides and then saving it as a PDF for quick upload to the Eco-Schools application form. Alternatively, you can simply upload the completed review as a PowerPoint file. The new PowerPoint format enables you to easily present your Environmental Review, either for completion as a group with your Eco-Committee or for sharing your findings with your school community.

- Give yourself a 'Y' for every 'yes' answer and an 'N' for every 'no' you can do this digitally!
- To calculate your score for each topic, count the number of 'Y's.
- If you are unable to answer a question leave it blank, this will not affect your Eco-Schools Green Flag application.
- ... and don't worry if you have low scores on the Environmental Review, this just means you can make an even greater impact this year!

Completed By

Mikey and Akeyshia – Year 1
Harry and Daisy – Year 2
Logan and Lydia – Year 3
Niamh and Faye – Year 4
Brooklyn and Eliza – Year 5
Carson and Ruby – Year 6
Mrs Simpkin – Eco Leader



Biodiversity

Y/N

- 01 Do your grounds provide habitats to encourage insect life, for example bug hotels, log piles, rock piles or leaf piles?
- 02 Do your grounds provide homes and support for birds and animals, for example bird houses, bat boxes, hedgehog highways or bird baths?
- 03 Do your grounds have bird (or other) animal feeders and are they checked and topped up regularly?
- 04 Do your grounds have any dedicated wildflower, meadow or rewilding areas to support biodiversity?
- 05 Are plants in your grounds chosen specifically to support biodiversity, for example bee-friendly lavender?
- 06 Do your grounds have a pond or mini-pond?
- 07 During the last year, has your school provided advice to families on supporting biodiversity at home, for example looking for Rainforest Alliance certified products whilst shopping or instructions for creating homemade bug hotels?

N

N

N

N

Y

N

N



08

Did any young people in your school observe and record nature in your school grounds during the last year (this might as part of a scheme like RSPB's Big Schools' Birdwatch)?

N

09

In the previous twelve months has your school fundraised for endangered animals or conservation projects?

N

10

Did any classes in your school visit a nature reserve during the last year?

N

Total Score

1

Our Ideas & Thoughts

- Pond area in progress.
- Garden area to be developed in 2023
- Wildflowers to be sown in Spring Term to encourage nature.
- Bird Feeding areas to be set up – children to make feeders.
- Take part in Bird Watch in 2023
- Encourage nature by finding animal home areas.



WWF's 2020 Living Planet Report found that global wildlife populations have declined by an alarming **68%** since 1970, WWF's next Living Planet report is due in **2022**.



Energy

Y/N

01

Does your school have energy monitors, who check lights and other electronic devices are switched off when not in use?

N

02

Do classrooms in your school have posters and signs reminding pupils and staff to turn off electrical devices when not in use?

Y

03

Does your school have any renewable energy sources on site (solar panels, wind turbine, heat pump, biomass heating), or if not does your school purchase energy from a renewable energy supplier?

Y

04

Are windows kept free of displays and blinds drawn back during the daytime to maximise natural light?

Y

05

Does your school use any energy-saving equipment like, motion-sensing lights, energy efficient lightbulbs or electricity timers?

Y

06

Does your school ever include energy-saving tips in its e-newsletters, or other communications, so parents and young people can save energy at home?

N

07

In the last twelve months, has your school planned an energy-free day, energy-saving week or something similar?

N



08

Does your school have a smart meter and are young people allowed access to it?

N

09

Find your school's site manager, has your school building been improved to save energy (e.g., double+ glazed windows, heating system, insulation etc.)?

Y

10

Visit three empty classrooms during break, lunch or assembly time (when they are empty), are the lights and interactive board switched off in every classroom?

Y/
N

Total Score

5

Our Ideas & Thoughts

- Eco members to encourage energy use in own classrooms – Energy Monitors.
- Possibly plan in an Energy saving day in the Summer Term.



Renewable energy creates **more jobs for women**. Women hold 32% of renewables jobs compared to just 21% in fossil fuel roles.



Global Citizenship

Y/N

01

Has your school raised money for a charity or cause in the last twelve months, or donated to a local foodbank?

Y

02

Was any of this money raised for environmental, wildlife or animal welfare charities?

N

03

Are young people allowed to take responsibility for planning fundraising events, or selecting which charities their fundraising supports?

N

04

Does your school have links with any other schools in different countries?

N

05

Has your school declared a climate emergency?

N

06

In the past twelve months, have any young people in your school written to their local MP?

N

07

Does your school celebrate diversity by organising events and education around religious/cultural holidays, or events like Black History Month and Pride?

Y



08

Approach three different members of teaching staff (not the Eco-Coordinator), can any of them name one of the Sustainable Development Goals?

Y

09

Speak to staff members in the school canteen, can they find three different items of food with green/ethical labelling e.g., Fair Trade, Rainforest Alliance, Red Tractor etc.?

N

10

With permission and Eco-Coordinator supervision check the tea, coffee and biscuits in the staff room, are any of them Fair Trade?

Y

Total Score

4

Our Ideas & Thoughts

- Look into wildlife charities to be a part of.
- Involve children in fundraising for this.
- Monitor use of canteen foods.



From 2010 – 2019 weather-related events displaced an estimated **23.1 million people each year**, unfortunately most refugees come from countries that are the **most vulnerable** and least ready to adapt to the impacts of climate change.



Healthy Living

Y/N

01

Does your school teach young people how to grow fruit, vegetables and herbs?

N

02

Does your school canteen ever use plants grown on site as ingredients?

N

03

Does your school menu have plant-based options every day?

N

04

Are plant-based options encouraged at lunch times, for example are they at the top of the menu, near the start of the queue or labelled planet-friendly?

N

05

Does your school regularly have meat-free days, or does it have termly meat-free weeks?

Y

06

In the past twelve months, have young people worked with canteen staff to help plan healthy, new menu items?

N

07

Does your school provide information to parents/guardians or students about what a healthy plate or healthy packed-lunch should look like?

Y



08

Does your school have a sensory garden, or other natural area, that helps pupils feel calm and relaxed?

N

09

Does your school discuss mental health issues and provide strategies and exercises to cope with them?

Y

10

Does your school offer opportunities to practice mindfulness, meditation, yoga or similar?

Y

Total Score

4

Our Ideas & Thoughts

- New garden area will allow children to grow fruits and vegetables
- Fruits and Vegetables grown can be used in the kitchen
- Fruits and Vegetables grown can be offered out to families to encourage healthy eating
- New garden will also be a sensory garden, where children can visit to feel calm and relaxed in nature.



70% of British children want to see **more meat-free meals** on the school menu and **69%** of parents and guardians would support schools **increasing the number of plant-based food options** on offer.



Litter

Y/N

01 Does your school have access to litter-picking equipment?

Y

02 Have young people from your school litter-picked in your school grounds in the last twelve months?

Y

03 Have young people from your school litter-picked in your local community in the last twelve months?

N

04 Have members of your school community (e.g., families, businesses, nearby schools, council members etc.) been invited to participate in a litter-pick organised by your school in the last twelve months?

N

05 Does your school have appointed Litter Monitors?

Y

06 Did your school participate in Keep Britain Tidy's Great Big School Clean during the last academic year?

N

07 Does your school have enough bins inside and outside the school building, and are they emptied regularly (they don't overflow)?

Y



08

Have young people in your school created anti-litter posters and signs, or delivered an anti-litter assembly or campaign, in the past twelve months?

Y

09

Explore your school grounds for a few minutes, are they entirely free of litter (make sure to also look at the perimeters)?

N

10

Approach three schoolmates, or members of staff, and ask them, "Why is litter bad?" Did any of them mention one (or more) of the following reasons: it harms wildlife, costs a lot of money to clean up or it can pose a threat to humans?

Y

Total Score

6

Our Ideas & Thoughts

- Litter monitors to have designated time to clear any litter.
- Look into litter picking opportunities in the local area.
- Look into Keep Britain Tidy's Great Big School Clean



In the UK 23 pieces of litter are dropped every second.



Marine

Y/N

- | | | |
|----|--|---|
| 01 | Has your school placed a ban on balloon releases and glitter? | Y |
| 02 | Has your school banned laminating, or does it have a strict laminating policy? | N |
| 03 | Has your school organised and completed a beach river or canal clean in the last twelve months? | N |
| 04 | In the past twelve months, has your school planned any events to raise funds for, or awareness of, marine life conservation? | N |
| 05 | Has your school created any mural or sculptural artworks, to highlight how single-use plastics can harm marine life? | N |
| 06 | Find a teacher in your school (not the Eco-Coordinator) have they taught any lessons on plastic pollution in the last 12 months? | N |
| 07 | Speak to a member of your school's site team, do they only use environmentally-friendly cleaning products in your school? | N |



08

Speak to your school's Art Subject Leader, have they stopped the purchase of single-use plastics to be used in art lessons?

Y

09

Speak to your school canteen staff, have they reduced their use of any single-use plastics in the previous year (e.g., finding alternatives to bottled water, sauce sachets, plastic cutlery or Clingfilm)?

Y

10

Audit three schoolmate's packed lunches can you find a reusable alternative to single-use plastics in each?

N

Total Score

3

Our Ideas & Thoughts

- Look into how we can add pollution/marine/plastic into the curriculum.



Seagrass can capture and store carbon **35 times faster** than a rainforest – unfortunately **92%** of the UK's seagrass has been lost in the past two centuries.



School Grounds

Y/N

01

Does each classroom in your school have an indoor plant that young people take responsibility for looking after?

N

02

Has your school planted any trees in the last twelve months (this might be in your school grounds, local community, or by donating to a charity who plants trees on your behalf)?

Y

03

Does your school have an outdoor learning area?

Y

04

Does your school have a green roof or living wall?

N

05

Does your school have a gardening club, or does it offer gardening lessons?

Y

06

Does your school have a greenhouse or polytunnel?

Y

07

Does your school participate in No Mow May, or have an area(s) where grass isn't cut?

N



08

Approach three teachers (not including the Eco-Coordinator), have all three taught a lesson outside in the past twelve months (apart from PE lessons)?

Y

09

Speak to your site manager, does their team avoid using herbicides and pesticides?

Y

10

Approach 5 schoolmates, can each of them identify and name a species of plant or tree present on your school grounds?

N

Total Score

6

Our Ideas & Thoughts

- School grounds will include Garden area from 2023 where we could look into living walls?
- Wildflower seeds to be sown in Spring 2023 – will become a no mow area.



Paris is currently trialling a plan to **make school grounds greener** - creating **cool islands** and **reducing overall temperatures** in the city!



Transport

Y/N

01

Does your school have a safe, dry space to store bicycles and scooters?

Y

02

Does your school car park have an electric vehicle charging point?

N

03

In the past twelve months has your school completed a walk to school week, or any other similar campaign?

N

04

Does your school have any of the following schemes: park 'n' stride, walking bus or staff car share?

N

05

Does your school have a hedge, trees or other vegetation around its boundaries to prevent air pollution in school?

Y

06

Does your school provide safety training for cycling, scooting, or walking to school?

Y

07

Is the road outside your school a School Street, or have you enquired with your local council about creating one?

N



08

Does your school have a 'No Idling' policy for drop-offs and visitors, and has this been communicated to families, visitors and your wider school community in the previous 12 months?

N

09

Choose a class to survey, do more than half of the class walk, cycle, scoot or use public/school transport to get to school?

Y

10

Survey the staffroom, do more than half walk, cycle, scoot or use public transport to get to school?

Y

Total Score

5

Our Ideas & Thoughts

- No teachers or staff have electric cars to need electric charging – This might change over time.



The nation that cycles most is **Netherlands**, in 2019 Dutch people cycled on average **3km per day!**



Waste

Y/N

01

Does your school recycle any difficult-to-recycle items like batteries or crisp packets?

N

02

Is your school's food waste composted and when possible is this compost used in the school grounds?

N

03

In the past twelve months, has your school organised a second-hand clothes sale?

Y

04

Does your school collect and redistribute used uniform?

Y

05

Does your school have a book, stationery or revision guide exchange?

N

06

Does your school send letters home via e-mail or app by default?

Y

07

In the past twelve months, have pupils worked with the school canteen to identify ways to reduce food waste in your school?

N



08

Are recycling bins clearly labelled with signs or posters showing what can and can't be recycled in school?

Y

09

Spot check three recycling bins in your school, do all three have the correct items in?

N

10

Has your school tried to reduce its use of paper, for example through printing on both sides, tracking photocopying, adding a release code to the photocopier or limiting the use of worksheets?

N

Total Score

4

Our Ideas & Thoughts

- Compost bins/area to be developed for 2023 in line with garden area.
- Kitchen waste (Green waste) to be added and Brown waste from classrooms (cardboard/paper etc)
- Look into new recycling ideas



The UK generated **222.2 million tonnes** of waste in 2018, England was responsible for 84% of this.



Water

Y/N

01 Does your school have a water-butt?

N

02 Does your school have any of the following water-saving devices: reduced flush toilets, water hippos, tap inserts, flush controls, self-closing taps?

N

03 In the past year has your school been in touch with your water supplier to visit their sites, or invite them to deliver an assembly or online session in your school?

N

04 Do your school toilets have posters reminding people to turn off the taps?

N

05 Does your school include water-saving tips in e-newsletters or other communications, so pupils and families can save water at home?

N

06 In the past 12 months, has your school ever fundraised for water-based charities like Water Aid?

N

07 Have pupils (or your school's site manager) checked your school site for water leaks in the last three months and have any identified leaks been fixed?

Y



08

Do toilets in your school have hand dryers instead of paper towels?

Y

09

Choose a class to survey, do more than three quarters of the class have a reusable water bottle in school with them at the time of survey?

Y

10

Are reusable water bottles taken on school trips?

N

Total Score

3

Our Ideas & Thoughts



A dripping tap can waste up to **95 litres** of water a day.



Additional Questions

Y/N

01 Have any classes or year groups in your school been on an environmentally-themed trip in the previous 12 months?

N

02 Have any charities, experts or eco-authors visited your school to deliver a talk about environmental issues in the previous 12 months?

N

03 Have young people in your school planned and delivered an environmentally-themed assembly in the previous 12 months?

N

04 Does your school's e-newsletter have a dedicated eco-section?

N

05 Has your school worked with any other schools on an environmental project in the previous twelve months?

N

06 Does your school hold an annual environmentally-themed day or week of learning?

Y

07 During the previous summer holiday, did your school send home environmental challenges or activities to complete?

N



08

Do you have an environmental section in your school library?

N

09

Has your school worked with a local community group on an environmental project in the last twelve months?

N

10

Has your school's environmental work featured in local press in the past year?

N

Total Score

1

Our Ideas & Thoughts

- Look into local community group for environmental projects.
- environmentally-themed trips to be added to enrichment
- Share Eco work on social media – add tips and trick for families as we don't have newsletters.
- Send our Eco ideas at the end of half terms



In July 2022, temperatures in the UK reached over **40C** for the **first time** – which is why the work of every Eco-School is so **important**.

Our RESULTS

TOTAL SCORE

42

Positives

- Given us lots of ideas for the upcoming year.
- Allowed us to evaluate our current use.
- We have some areas of strength
- Plans are already in place to improve some ideas.

Negatives

- Last few years means that we haven't had some oppourtunities to work with others, go on trips, develop school grounds.
- Some points are lower than expected.

More Thoughts

- Children will be more involved in school ground and developing the ways that we can improve.
- Our thoughts and ideas will form our yearly action plan to ensure we improve by next year.