

Environmental Review



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

Mount Carmel R/C High School.

Date carried out

5/11/19.

Staff contact

Mr. A. Crighton / Mr. B. Georgy.

Name and year groups of pupils



Litter

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

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

Grade A – Litter free (pass)


☐

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 ☐



Energy

- 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: _____ Job Role: _____

- 4 How do they generate their energy (tick all that apply)?
- | | | | | | | | | | |
|----------------------------|--------------------------|---------------------------|-------------------------------------|-----------------------|--------------------------|-----------|--------------------------|-------|--------------------------|
| Coal Burning Power Station | <input type="checkbox"/> | Gas Burning Power Station | <input checked="" type="checkbox"/> | Nuclear Power Station | <input type="checkbox"/> | Renewable | <input type="checkbox"/> | Other | <input type="checkbox"/> |
|----------------------------|--------------------------|---------------------------|-------------------------------------|-----------------------|--------------------------|-----------|--------------------------|-------|--------------------------|

- 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) | <input type="checkbox"/> | Draft excluders used | <input type="checkbox"/> | Low energy appliances | <input checked="" type="checkbox"/> |
| Use a programmable thermostat | <input type="checkbox"/> | Low energy lightbulbs and florescent tubes | <input checked="" type="checkbox"/> | Radiator reflector panels | <input type="checkbox"/> |
| Boiler optimization | <input type="checkbox"/> | Double or triple glazed windows | <input type="checkbox"/> | Pipe work insulation | <input type="checkbox"/> |

- 7 What energy sources do you use in school?

- | | | | | | | | |
|----------------|-------------------------------------|--------------|-------------------------------------|-------------------------|-------------------------------------|--------------|--------------------------|
| Mains Electric | <input checked="" type="checkbox"/> | Gas | <input checked="" type="checkbox"/> | Oil | <input checked="" type="checkbox"/> | Wood Pellets | <input type="checkbox"/> |
| Wind turbine | <input type="checkbox"/> | Solar Panels | <input type="checkbox"/> | Ground Source Heat Pump | <input type="checkbox"/> | Other | <input type="checkbox"/> |

Any further comments on Energy:



Global Citizenship

- 1 Do pupils have the opportunity to learn another language?



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

Spanish and French

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

Iceland. Germany. America. Italy.
Pacific rim. Syria. Kenya.

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

Fairtrade



Human Rights



Conflict Resolution



International Pen Friends



International School
Partnership



Other



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

Buy Fairtrade



Buy local



Fundraise for
international charities



Other



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



Who has visited and why?

Any further comments on Global Perspective:

Cafod
Inger's trip to Thailand.



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:

Public Transport:

Cycle/Scoot:

Coach/taxi:

Car Share:

Car:

Total number of pupils surveyed:

Has this data been mapped?

☐

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

Cycle Train ☐

Walking Bus Scheme ☒

Park and Ride ☐

Junior Travel Ambassadors ☐

Walk On Wednesday ☐

Child Pedestrian Training ☐

Junior Road Safety Officer Scheme ☐

Other ☒

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

☐

?

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?

☒

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?

☒

Any further comments on Transport:

Car pool.
Cycle to work scheme.
Mr. Digdale was to school.



Healthy Living

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



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



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



Name:

Job role:

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

☐

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

The Daily Mile ☐

Drink Only Water ☐

Walk On Wednesday ☐

Daily Fruit ☐

Meat Free Day ☐

Other ☐



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

☐

7 Are there house plants growing in classrooms?

☐

8 Does the school use environmentally friendly cleaning products?

☐

Any further comments on Healthy Living:

Daily Mile - Summer term eg.
Daily fruit.
Walk on Wednesday.



Biodiversity

- 1 Have your pupils taken part in a national observation project this year? **X**
- 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 | <input checked="" type="checkbox"/> | Woodland Areas | <input type="checkbox"/> | ID Sheets | <input type="checkbox"/> |
| Long Grass Area | <input checked="" type="checkbox"/> | Wildlife Camera | <input type="checkbox"/> | Hedges | <input type="checkbox"/> |
| Newly Planted Trees | <input checked="" type="checkbox"/> | Wildflower Meadow | <input checked="" type="checkbox"/> | Reptile Mats | <input type="checkbox"/> |
| Pond | <input type="checkbox"/> | Butterfly and Bee Friendly Plants | <input type="checkbox"/> | Bird Hide | <input type="checkbox"/> |
| Species Record | <input type="checkbox"/> | Orchard | <input type="checkbox"/> | Wildflower Beds | <input checked="" type="checkbox"/> |
| Wildlife Boxes | <input type="checkbox"/> | Log Piles for Invertebrates | <input checked="" type="checkbox"/> | Wildlife Feeders | <input checked="" type="checkbox"/> |
- 5 Does the school have any pets or animals? **No.** ☐
- 6 Does the school use chemical pesticides and herbicides?
1. Regularly ☐ 2. Often ☐ 3. Sometimes ☒ 4. Once ☐ 5. Never ☐

Any further comments on Biodiversity:

Gardening.
Wildlife camera.
Fish tank? (FOYER).
Pond.



School Grounds

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	<input checked="" type="checkbox"/>	<input type="checkbox"/> <i>Summer</i>
Conservation or Wildlife Area	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reflective Area	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Woodland	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Orchard	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Den Building Area	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cycle Track	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Flower/Vegetable Beds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Long Grass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Outdoor Classroom	<input checked="" type="checkbox"/>	<input type="checkbox"/> ?
Other	<input type="checkbox"/>	<input type="checkbox"/>

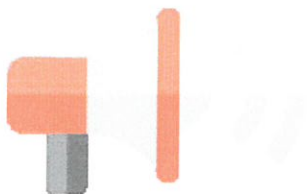
3 What proportion (percentage) of the school's boundaries are:

Hedges and Trees:

Fencing or Walls: *>90%*

Open:

Any further comments on School Grounds:



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

☒

Newsletter

☒

In Class

☒

School play/concert

☐

Community event

☐

Assembly

☒

School Website

☒

Social Media

☒

Presented at Governors meeting

☐

Other

☐

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.

* 4 Are there enough litter bins inside the school buildings? ☐

Number of full or overflowing bins	Total number of bins in school	Percentage
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Number of half full bins	Total number of bins in school	Percentage
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Number of quarter full or less bins	Total number of bins in school	Percentage
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* 5 Are there any areas inside the school buildings that are littered where there are no bins?

1. Most areas <input type="checkbox"/>	2. Many areas <input type="checkbox"/>	3. Some areas <input type="checkbox"/>	4. A few areas <input type="checkbox"/>	5. No areas <input type="checkbox"/>
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* 6 Are there enough litter bins in the school grounds? ☐

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

1. Most areas <input type="checkbox"/>	2. Many areas <input type="checkbox"/>	3. Some areas <input type="checkbox"/>	4. A few areas <input checked="" type="checkbox"/>	5. No areas <input type="checkbox"/>
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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:

We need to do a litter pick.
Litter prefects?

* Eco members to look at? *

* Eco members (Crest badge)



Water

- 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:



Waste

- 1 Have pupils completed a waste audit this year? ☒
- 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 ☒ Forks.
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 ☐ ? P.E. 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:

Jack - Exercise books on recycled paper.
Fruit pots - still in clear plastic.
Tortilla chips. Dispensers in diner.