

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 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

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Year 6 - Rupert, Amelia
Year 5 – Declan, Taylor
Year 4 – Ethan, Esme
Year 3 – Josh, Bethan
Year 2 – Jack, Evelyn



Biodiversity

Y/N

01

Do your grounds provide habitats to encourage insect life, for example bug hotels, log piles, rock piles, or leaf piles?

Y

02

Do your grounds provide homes and support for birds and animals, for example bird houses, bat boxes, hedgehog highways, or bird baths?

N

03

Do your grounds have bird, or other animal feeders and are they checked and topped up regularly?

N

04

Do your grounds have any dedicated wildflower, meadow, wildlife corridor, or rewilding areas to support biodiversity?

Y

05

Are plants in your grounds chosen specifically to support biodiversity, for example bee-friendly lavender?

N

06

Do your grounds have a pond or mini-pond?

Y

07

Do young people have the opportunity to observe and record nature in your school grounds, for example using wildlife camera traps, or through schemes like RSPB's Big Schools' Birdwatch?

Y



08

Are there any labels or QR codes within your school grounds that highlight what plants, trees, or flowers are present or emphasize biodiversity-supporting facilities and areas?

N

09

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

N

10

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?

Y

Total Score

5

Our Ideas & Thoughts

This is always an area of focus for our school. A school trip to a nature reserve was mentioned during our discussion.



WWF's 2022 Living Planet Report found that global wildlife populations have declined by an alarming 69% since 1970, a 1% further decline since their 2020 report.



Energy



Supporters of the Energy topic in 2023-2024

Y/N

- | | | |
|----|--|--------------------------|
| 01 | Does your school have student energy monitors, who check lights and other electronic devices are switched off when not in use during the daytime, and an adult member of staff responsible for checking lights and devices are turned off overnight? | <input type="checkbox"/> |
| 02 | Do classrooms in your school have posters, signs, or a traffic light system that reminds pupils and staff to turn off electrical devices when not in use? | <input type="checkbox"/> |
| 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? | <input type="checkbox"/> |
| 04 | Are windows kept free of displays and blinds drawn back during the daytime to maximise natural light? | <input type="checkbox"/> |
| 05 | Are young people kept updated on your school's energy use (e.g., through a smart meter young people can access, an energy display that is regularly updated, or during assembly briefings)? | <input type="checkbox"/> |
| 06 | During colder months, are windows closed, internal doors shut, radiators free from blockages, and pupils/staff encouraged to wear appropriate clothing to reduce heating use? | <input type="checkbox"/> |
| 07 | In the last twelve months, has your school planned an energy-free day, energy-saving week, or something similar? | <input type="checkbox"/> |



08

Find your school's site/ICT manager, do computers, and the heating system, in your school have automated switch off, and is this set no later than 6pm?

Y

09

Speak to your school's site manager, has your school building infrastructure been improved to save energy (e.g., double+ glazed windows, insulation, motion-sensing lights, energy efficient lightbulbs, draft excluders etc.)?

Y

10

Speak to your site manager did your school use less energy last academic year than the previous one?

Y

Total Score

9

Our Ideas & Thoughts

We usually do well with this. Solar panels



50% of the gas that schools use, is consumed when schools are closed. This is usually because hot water continues to circulate around a school during evenings, weekends, and even holidays.



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?

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

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

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

05 Has your school declared a climate emergency?

06 In the past twelve months, have any young people in your school written to their local MP about an environmental issue?

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



08

Does your school celebrate its own diversity by organising events, celebrations, and learning opportunities that showcase the different cultures represented by pupils and staff members?

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.?

Y

10

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

N

Total Score

6

Our Ideas & Thoughts

This is usually fine.



During COP26, Tuvalu's foreign minister delivered a speech whilst standing knee-deep in saltwater, highlighting that his country could be underwater by the end of the century because of rising sea levels caused by climate change.



Healthy Living



Supporters of the Healthy Living topic in 2023-2024

Y/N

- | | | |
|----|--|------------------------------------|
| 01 | Does your school teach young people how to grow fruit, vegetables, and herbs? | <input type="checkbox" value="Y"/> |
| 02 | Does your school canteen ever use plants grown on site as ingredients? | <input type="checkbox" value="N"/> |
| 03 | Does your school menu have plant-based options every day? | <input type="checkbox" value="Y"/> |
| 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? | <input type="checkbox" value="Y"/> |
| 05 | Does your school regularly have meat-free days, and are packed-lunch pupils also encouraged to participate? | <input type="checkbox" value="Y"/> |
| 06 | In the past twelve months, have young people worked with canteen staff to help plan healthy, new menu items? | <input type="checkbox" value="Y"/> |



07

During the last 12 months, have all year groups been given the opportunity to learn how to cook vegetarian or vegan meals during a food technology lesson?

Y

08

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

Y

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

6

Our Ideas & Thoughts



Climate anxiety is increasing. A 2022 survey by Save the Children revealed 70% of young people in the UK worry about the world they will inherit and 75% want stronger govt action on the climate crisis.



Litter



Supporters of the Litter topic in 2023-2024

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 allow pupils to loan litter-picking equipment during evenings and weekends, to complete litter-picks with family members outside school hours?

N

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 (e.g., they never 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

Does your school have appointed Litter Monitors?

N

10

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

N

Total Score

4

Our Ideas & Thoughts

More to co with community?



On average the RSPCA receives 10 calls a day about animals affected by litter.



Marine

Y/N

01 Has your school placed a ban on balloon releases and glitter?

N

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?

Y

06 In the past twelve months, have any pupils or staff completed an audit of your school to find out what single-use plastics are commonly used on site?

N

07 Speak to a member of your school's site team, do they only use environmentally-friendly cleaning products in your school?

Y



08

Speak to your school's Art Subject Leader, have they stopped the purchase of single-use plastics to be used in art lessons and made significant efforts to use recycled or repurposed items instead?

N

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

In the last academic year, did your school provide information about creating plastic free lunches to pupils and their families?

N

Total Score

3

Our Ideas & Thoughts

Plastic waste – we have this as a topic but maybe need to do more



An estimated 11 million tonnes of plastic enter the ocean every year, including 1 million tonnes of microplastics.



School Grounds



Supporters of the School Grounds topic in 2023-2024

Y/N

01

Does each class in your school have a plant, or plants, that they take responsibility for nurturing?

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)?

N

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 any of the following: greenhouse, polytunnel, allotment area, orchard?

N





07

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

Y

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, pesticides, and peat compost?

Y

10

Does your environmental work benefit your wider school community e.g., have you hosted a seed swap, given away produce grown, or invited parents/families in to help with gardening and learn new skills?

N

Total Score

5

Our Ideas & Thoughts

We could do more with the secret garden.



England's primary and secondary schools cover an area roughly twice the size of Birmingham, which is why the UK Govt is launching, a scheme to map, monitor, and enhance learning sites for nature.



Transport

Y/N

01

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

02

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

03

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

04

Does your school have any of the following schemes in place park 'n' stride, walking bus, junior road safety officers, staff car share, or staff cycle to work?

05

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

06

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

07

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



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?

Y

09

Does your school track how pupils and staff travel to school each day and reward pupils who travel sustainably?

Y

10

Do all school trips avoid airplane travel?

Y

Total Score

7

Our Ideas & Thoughts

JTAs do this work



Transport accounts for around 20% of global CO2 emissions, flying and driving are the two most carbon intensive options; cycling and walking are the most efficient options with train travel not too far behind.



Waste

Y/N

01

Does your school recycle any difficult-to-recycle items like batteries, pens, printer cartridges, or crisp packets?

Y

02

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

?

03

In the past twelve months has your school a second-hand clothes sale, or clothing swap event (e.g., Christmas jumpers)?

Y

04

Does your school collect and redistribute used uniform?

Y

05

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

Y

06

Does your school use any refillable products, for example whiteboard markers, glue sticks, or soap dispensers?

Y

07

Does your school canteen weigh/record food waste and share this information with pupils and staff?

N



08

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

09

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

10

Has your school tried to reduce its use of paper, this might be through printing on both sides, sending letters/homework electronically, adding a release code to the photocopier, limiting use of worksheets, or continuing to use exercise books across academic years?

Total Score

Our Ideas & Thoughts

Getting better – books and worksheets



According to Wrap, the UK wastes 9.5 million tonnes of food each year, worth £19 billion. The greenhouse gas emissions associated with this waste are around 25 million tonnes, or the equivalent to emissions from 10 million cars.



Water

Y/N

01 Does your school have a water-butt?

Y

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

Y

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?

Y

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

Y

06 In the past 12 months, has your school fundraised for water-based charities like Water Aid, or participated in awareness raising events like World Water Day?

N

07 Have you appointed Water Monitors, and have they worked with your site manager to check for and fix any leaks during the last six months?

N



08

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

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?

10

Are reusable water bottles taken on school trips?

Total Score

Our Ideas & Thoughts



The average person in the UK uses 142 litres of water every day, nearly 20% more than people in Germany who only use on average 121 litres 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 for example to a nature reserve or waste processing facility? | <input type="text" value="Y"/> |
| 02 | Have any charities, experts or eco-authors visited your school to deliver a talk about environmental issues in the previous 12 months? | <input type="text" value="N"/> |
| 03 | Have young people in your school planned and delivered an environmentally-themed assembly in the previous 12 months? | <input type="text" value="Y"/> |
| 04 | Does your school's newsletter, website, or social media accounts celebrate your school's environmental achievements and encourage your wider community to cut carbon, reduce waste, and boost biodiversity at home? | <input type="text" value="Y"/> |
| 05 | Has your school worked with any other schools on an environmental project in the previous twelve months? | <input type="text" value="N"/> |
| 06 | Does your school hold an annual environmentally-themed day or week of learning? | <input type="text" value="N"/> |
| 07 | During the previous summer holiday, did your school send home environmental challenges or activities to complete? | <input type="text" value="Y"/> |



08

Do you have an environmental section in your school library?

Y

09

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

N

10

Does your school's reward system recognise environmental action and achievements?

N

Total Score

5

Our Ideas & Thoughts

Empty box for writing ideas and thoughts.



At the time of writing, July 2023 was the World's hottest month on record and the record for the planet's hottest ever day was broken several times throughout the month with the global average temperature reaching above 17°C.

Our RESULTS

TOTAL SCORE

65

Positives

Water – 7
Waste - 8
Energy – 9
Healthy living – 6
Global citizenship - 6
Transport - 7

Negatives

Biodiversity – 5
School ground – 5
Marine – 3
Litter - 4
Additional questions – 5

More Thoughts