

# Environmental Review

This review is designed to be an environmental audit tool for the Eco-Committee to use in your school. All of the sections must be completed and it has to be student led. Many of the questions can be answered without guidance, however, there are other questions which will need staff input or may require some research.

In each box there is a numerical value. At the end of each section and upon completing your Environmental Review you can add these numerical values to give your school a score for each topic and a total score. These scores will help the Eco-Committee identify three areas (five for a Green Flag renewal) to work on during their Action Plan (Step 3). The Environmental Review is a guide, it is not mandatory you choose your lowest scoring topics: it is up to the Eco-Committee to decide which topics your school will focus on.

During Step 6 (Monitoring & Evaluation), you will be asked to complete a similar survey, this will measure and record the impact of the Eco-Schools programme on your school and can be used as evidence towards your Green Flag award.

The Eco-Schools programme does not require that you complete all or any of the suggestions in this document. It is designed to be a stimulus, so that you can use it to assess what happens in your school at the start and throughout the programme. It is also designed to help the Eco-Committee contemplate different measures they can implement in regard to improving the school's impact on the environment and achieving a Green Flag award.

At the end of the Review, it is important that the Eco-Committee inform the rest of the school about their findings from the Environmental Review.

Completed by:

Date:

Note for teachers:

The Environmental Review has been designed by teachers, to be completed by students. In no circumstances is it necessary for a school to pay for additional third-party support during any stage of a Green Flag application. If you do require support, please contact the Eco-Schools team and we will be happy to help

When you have finished your Environmental Review you will need to display a copy on your Eco-Board. You will also be asked to submit a copy as evidence towards your Green Flag award.



# Biodiversity



Has your school participated in a national observation project this year (e.g. RSPB Big Bird Watch, Big Butterfly Hunt)?

No  
 0

One

3

More than one

5

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

No

0

Some

3

Many

5

Does your school have wildlife or conservation areas inside the school grounds or has it adopted one outside the school grounds?

No

0

A small area

3

A large area

5

Does the school have any of the following?

- |                     |                                     |                                  |                                     |                  |                                     |
|---------------------|-------------------------------------|----------------------------------|-------------------------------------|------------------|-------------------------------------|
| Bird baths          | <input checked="" type="checkbox"/> | Woodland area                    | <input checked="" type="checkbox"/> | Animal ID sheets | <input checked="" type="checkbox"/> |
| Long grass          | <input checked="" type="checkbox"/> | Wildlife camera                  | <input type="checkbox"/>            | Hedges           | <input checked="" type="checkbox"/> |
| Newly-planted trees | <input checked="" type="checkbox"/> | Wildflower meadow                | <input type="checkbox"/>            | Reptile mats     | <input type="checkbox"/>            |
| Pond                | <input checked="" type="checkbox"/> | Butterfly or bee friendly plants | <input checked="" 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 checked="" type="checkbox"/> | Log piles for invertebrates      | <input checked="" type="checkbox"/> | Wildlife feeders | <input type="checkbox"/>            |

No

0

One to four

3

Five or more

5



Does the school have any pets or animals?

No

One

More than one

Do students have the opportunity to observe and experience nature and wildlife either within school grounds or outside school grounds?

Never

Sometimes

Regularly

Score:

Comments:

The school has a high level of biodiversity as shown by the clear range of items within the school such as bird baths + 1d sheets with a total of 11 items, this shows high biodiversity.

The school has multiple animals including: fish, stick insects and a snake, all of which students take a role in looking after.





# Energy



Is the school's energy information available to students?

No  
 0

Yes, but they  
have to ask  
 3

Yes, energy meters  
are easily visible  
 5

Are students involved in taking energy readings and informing the school about them?

No  
 0

Yes, students  
take meter  
readings  
 3

Yes, students take  
meter readings and  
inform the school  
 5

Is there someone in your school who has responsibility for monitoring the consumption of energy in your school?

No  
 0

Yes, a staff  
member  
 3

Yes, a student  
 5

Has your school selected a green energy tariff?

No  
 0

Yes  
 5

Do your school grounds have solar panels or wind turbines?

No  
 0

Yes, we have either  
solar panels or wind  
turbines  
 3

Yes, we have both  
 5



Has your school taken any of these steps to reduce energy usage?

- |                           |                                     |                                 |                                     |                           |                                     |
|---------------------------|-------------------------------------|---------------------------------|-------------------------------------|---------------------------|-------------------------------------|
| Water temperature reduced | <input type="checkbox"/>            | Draft excluders used            | <input type="checkbox"/>            | Low energy appliances     | <input checked="" type="checkbox"/> |
| Programmable thermostat   | <input checked="" type="checkbox"/> | Lower energy lightbulbs         | <input checked="" type="checkbox"/> | Radiator reflector panels | <input type="checkbox"/>            |
| Boiler optimization       | <input checked="" type="checkbox"/> | Double or triple glazed windows | <input checked="" type="checkbox"/> | Pipework insulation       | <input checked="" type="checkbox"/> |

- No  0      One to three  3      Four or more  5

Score:  8

Comments:

This area is obviously a weaker area in need of some intervention. This includes involving students more into the monitoring of energy usage and maintenance when updating classrooms it is clear we need to continue the installation of energy saving methods i.e. lightbulbs





# Global Citizenship



Do pupils have the opportunity to learn another language?

No	Yes, we learn one other language	Yes, we have a choice of two languages	Yes, we have a choice of more than two languages
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
0	1	3	5

How many different countries have your students learnt about this year?

None	One	Two	Three	Four	Five+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
0	1	2	3	4	5

Does your school focus on any of these global citizenship topics?

Fair trade	<input checked="" type="checkbox"/>	Human rights	<input checked="" type="checkbox"/>	Conflict resolution	<input type="checkbox"/>
International pen friends	<input checked="" type="checkbox"/>	International school partnership	<input checked="" type="checkbox"/>	Other	<input checked="" type="checkbox"/>
None	One	Two	Three	Four	Five
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
0	1	2	3	4	5

Does your school act locally whilst thinking globally by participating in:

Buying fair trade	<input type="checkbox"/>	Buying local produce	<input type="checkbox"/>	Fundraising for local charities	<input checked="" type="checkbox"/>
Fundraising for international charities	<input type="checkbox"/>				
No	One	Two	Three+		
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
0	1	3	5		



Does your school have an active link with a school in another country?

No	We have a link, but it is not active	We have a link and are in regular contact	We have a link, have visited their school and hosted visitors from their school
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Does your school celebrate different religions and cultures?

Never	Sometimes	Regularly
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Score:

Comments:

It is clear that our school regards highly of global citizenship and celebrating other cultures through student exchanges and our multi-cultural week where students can present aspects of their culture.







# Healthy Living



Does your school encourage healthy food options at break times and lunchtimes?

No	Sometimes school provides healthy options	School always provides healthy options and actively promotes them
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
0	3	5

Do you learn about healthy eating and get taught how to prepare and cook healthy meals?

No	Our school teaches us the benefit of a healthy diet	School teaches us the benefits of a healthy diet and in cookery lessons we learn to prepare healthy food
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
0	3	5

Does the school have water fountains that are easily accessible throughout the day?

No	Yes, we have some drinking fountains around school	Yes, we have drinking fountains throughout our school and can access water whenever required
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0	3	5

Is your school involved in any of the following health and fitness campaigns?

Daily mile	<input type="checkbox"/>	Drink only water	<input type="checkbox"/>	Walk on Wednesday	<input type="checkbox"/>
Daily fruit	<input type="checkbox"/>	Meat-free Monday	<input type="checkbox"/>	Other	<input type="checkbox"/>
No	One	Two	Three+		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
0	1	3	5		





Are there plants growing in the classroom and elsewhere inside the school building?

No  
 0

Some  
 3

Many  
 5

Does your school promote mental health and wellbeing in any of these ways?

Preventing any form of bullying or violence

Promoting mutual respect and inclusiveness

Lessons dedicated to emotional wellbeing

Giving students a voice to influence

Celebrating diversity

Other

No  
 0

One  
 1

Two  
 3

Three+  
 5

Score:

Comments:

Our school regards mental health + wellbeing highly and ~~had~~ has a group led by students to provide support

Healthy eating is compulsorily learnt about in year 7 to provide a solid foundation.



# Litter



Which of these photos best represents how much litter is present in your school grounds?



0

1

3

5

What percentage of pupils have participated in a litter pick this term (inside or outside school grounds)?

None

0-20%

20-40%

40-60%

60-80%

80-100%

0

1

2

3

4

5

How many of these activities has your school done to reduce litter?

- |  |                                     |                                    |                          |                                     |                          |
|--|-------------------------------------|------------------------------------|--------------------------|-------------------------------------|--------------------------|
| Litter picks                               | <input checked="" type="checkbox"/> | Installing new bins                | <input type="checkbox"/> | Installing windproof bins           | <input type="checkbox"/> |
| Increased number of times bins are emptied | <input type="checkbox"/>            | Anti-litter posters                | <input type="checkbox"/> | Pupil-led campaign to reduce litter | <input type="checkbox"/> |
| Educating about litter through assemblies  | <input checked="" type="checkbox"/> | Letters to parents about littering | <input type="checkbox"/> | Other                               | <input type="checkbox"/> |

None

One

Two  
3

Three+

0

1

5



What percentage of bins are full or overflowing in your school?

But bins on school road are.

80-100%

60-80%

40-60%

20-40%

0-20%

None

Are there any areas inside your school grounds that are littered with no bins present?

All areas

Some areas

No areas

Does your school have a clear anti-litter policy?

No

We have one, but it is not well-known

We have one and it is well known

Score:

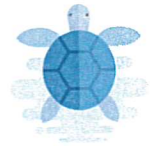
Comments:

We need to talk to council to see if bins on road to school (Turnfurlong) can be emptied more regularly or if it is our responsibility for them.





# Marine



Is the fish used in school meals caught sustainably?

No

0

Yes

5

Does your school organise trips to local beaches, rivers, lakes or aquariums?

No

0

One class has been

1

More than one class has been

3

All classes have been

5

Are single-use plastics such as straws, coffee cups, plastic bags or plastic bottles used in your school?

Yes

0

The school avoids using single-use plastics whenever possible

3

Single-use plastics are banned

5

Do you learn about marine conservation in your school?

No

0

Some classes are educated about marine conservation

3

All students are educated on marine conservation

5





Does your school use environmentally-friendly cleaning products?

No	Yes, whenever possible	Yes, all other cleaning products are banned
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0	3	5

Has your school ever taken part in a beach, river or canal clean?

No	Yes, some classes have participated	Yes, the whole school has participated
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	3	5

Score:  12

Comments:

~~Revised answer~~

Considering how far from the sea we are, we try ~~to~~ very hard to be as marine conscious as possible. We are currently increasing our education around marine conservation.





# School Grounds



How often do students learn outside?

Never

0

Sometimes

3

Regularly

5

How many of these facilities does your school grounds have?

Grass playing field

Woodland

Flower or vegetable beds

Wildlife area

Orchard

Long grass

Reflective area

Cycle track

Outdoor classroom

None

0

One

1

Two

3

Three+

5

How many of these facilities are accessible at break times?

None

0

One

1

Two

3

Three+

5

What percentage of the school boundaries are made up of hedges and trees (estimated)?

None

0

0-20%

1

20-40%

2

40-60%

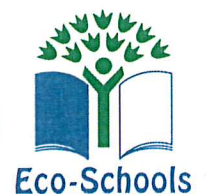
3

60-80%

4

80-100%

5



Do you agree with this statement: 'The school ground are attractive, functional and well-maintained.'?

Disagree

0

Neither agree or disagree

3

Agree

5

Are students involved in the design and maintenance of the school grounds?

No

0

Somewhat

3

Students are involved in all aspects of decision making regarding the school grounds

5

Score:

18

Comments:

~~Ground seems very well in school considering the vast distance many students have to travel~~

Grounds are well maintained + involves students



# Transport



What percentage of students travel to school by car?

80-100%

0

60-80%

1

40-60%

2

20-40%

3

10-20%

4

0-10%

5

Does your school provide bicycle training, including how to maintain your bicycle?

No

0

Yes

5

Does your school have safe, dry and secure storage for bikes and scooters?

No

0

Yes, in poor condition

3

Yes, in excellent condition

5

Does your school have a travel plan and are students, staff and parents aware of it?

No

0

We have one but not everyone is aware of it

3

We have one and everyone is aware of it

5

Do you feel the area around the school grounds is safe for pedestrians and cyclists (does it have CCTV, street lighting, zigzags, cycle lanes etc.)?

No

0

It is neither safe or unsafe

3

Yes

5





Does your school participate in any of the following active travel campaigns?

- |   |                          |                                   |                          |                    |                          |
|---|--------------------------|-----------------------------------|--------------------------|--------------------|--------------------------|
| Cycle train                               | <input type="checkbox"/> | Junior road safety officer scheme | <input type="checkbox"/> | Travel ambassadors | <input type="checkbox"/> |
| Walk to School Week/<br>Walk on Wednesday | <input type="checkbox"/> | Park and ride                     | <input type="checkbox"/> | Other              | <input type="checkbox"/> |

No

One

Two

Three+

Score:  13

Comments:

~~This is one of our weakest areas and as such we can add for the school plan.~~

~~We need to include students more~~

Transport is well done considering the vast distance many students have to travel.





# Waste



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

No control

0

Some control

3

Strict control

5

Does your school encourage the use of reusable items like water bottles, lunch boxes and lunch plates (and discourage the use of disposable items)?

No

0

Some encouragement

3

Active encouragement

5

Does your school run any of these reuse schemes?

Book swaps

Second-hand uniform sales

Other

No

0

One scheme

3

Two or more schemes

5

Does your school buy any products made from recycled materials?

Paper

Exercise books

Toilet tissue and hand towels

Pencils

Uniforms

Other

*Canteen pots.  
cups / cutlery*

No

0

One

1

Two

3

Three+

5



Does your school recycle the following items?

Paper	<input checked="" type="checkbox"/>	Cardboard	<input checked="" type="checkbox"/>	Plastic bottles	<input checked="" type="checkbox"/>
Inkjet cartridges	<input type="checkbox"/>	Vending machine cups	<input type="checkbox"/>	Cans	<input checked="" type="checkbox"/>
Textiles	<input type="checkbox"/>	Shoes	<input type="checkbox"/>	Batteries	<input type="checkbox"/>
Electricals	<input type="checkbox"/>	Stamps	<input type="checkbox"/>	Other	<input type="checkbox"/>

No

One

Two

Three+

15-18  
1ct  
100

What proportion of your school's food and garden waste is composted?

None

0-20%

20-40%

40-60%

60-80%

80-100%

Score:

Comments:

To improve this area we will need to introduce compartmentalised bins into the canteen so that we can dispose of waste food responsibly.





# Water



Is the school's water meter easily visible to students and are students involved in taking and displaying water readings?

No  
 0

The water meter is easily visible to students  
 3

Students take and display water meter readings  
 5

Does your school have any of these water saving devices?

Low-volume flush

Flush on demand urinals

Tap inserts

Push taps

Water Saving Hippos

Other

No  
 0

One  
 1

Two  
 3

Three+  
 5

How long does it take for dripping taps to be repaired?

Longer than a week  
 0

Within a week  
 3

On the same day  
 5

Are school plants watered using waste water?

No  
 0

Yes  
 5

Are students educated and informed about the importance of saving water?

No  
 0

Yes  
 5





Are students educated about global issues regarding water?

No

Yes

Score:

8.

Comments:

We need to focus on water more to decrease waste water + increase education surrounding global issues

This area is then going to be a part of the action plan

Total Score (out of 300):

141.



Things we are doing well:

- Biodiversity
- Global citizenship
- Healthy living

Things we could be doing better:

- Waste
- Water
- Energy
- Healthy living
- litter

Topics we want to work on during our Action Plan:

Don't forget to inform your school about your findings. The next step is your Action Plan.

