

ECO-SCHOOLS ENVIRONMENTAL REVIEW PRIMARY 2021-2022

COMPLETED BY:

(Name and Year Group)

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Welcome to this year's Eco-Schools Environmental Review, before beginning here is a little bit of guidance:

- To calculate your score for each topic, simply count the number of yes answers you have for the topic.
- If you do not know the answer to a question, or are unable to find an answer, simply leave the question blank. This will not affect your Eco-Schools Green Flag application.
- This year we have included space for an 'Optional additional question' in each topic. You do not have to add your own question, but you can if your Eco-Committee want to investigate a question they have that isn't currently on the Environmental Review.
- The symbols on the left (such as a magnifying glass) signify the type of question being asked.
- Underneath many of the questions is a different topic symbol or symbols. This shows that these questions have a significant crossover with another topic or topics.
- We have included a fact for each topic to highlight some of the challenges our planet faces.
- Finally, if you score a low score on any of the topics, or overall, please do not worry. This is why you are working on the Eco-Schools programme, to improve your school's environmental performance!

Good Luck!



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BIODIVERSITY



YES

NO



Does your school have a bug hotel, log pile, rock pile or leaf piles to encourage insect life?



Does your school have bird houses, bat boxes or hedgehog homes?



*- bird boxes
- not hedgehog homes due to having a budget set.*



Does your school have bird (or other) animal feeders and are they checked regularly to make sure there is always food for birds (or other animals) to eat?



*biodiversity area with pond, ducks,
bug hotel, bird boxes,
new bird water flower areas.*



Does your school have any meadow, wildflower or rewilding areas to increase biodiversity in school?



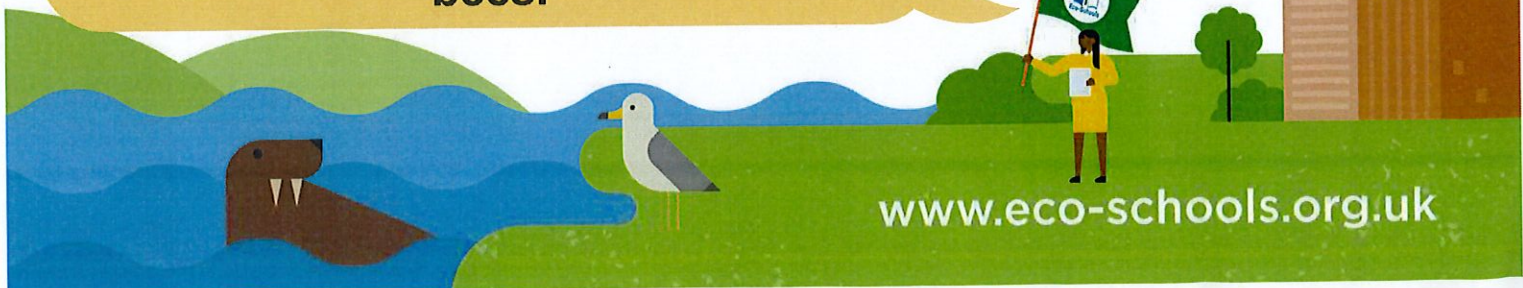
large pond within biodiversity area.



Does your school have a pond or mini-pond(s)?



One out of every three mouthfuls of our food depends on pollinators like bees.



YES

NO



Do pupils in your school ever observe and record nature inside or outside your School Grounds (this might be as part of a charity scheme such as RSPB's Big Garden Birdwatch)?



• KS1 do the big bird watch.
• FS find + count bugs
• A cross school - pond dipping.



Does your school ever fundraise for endangered animals or conservation projects?



• Wateraid



Approach 5 schoolmates or members of staff, can all five name an animal that is endangered, vulnerable or threatened?



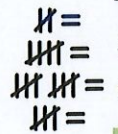
• Tigers • Talked about polar bears + melting ice caps.
• Rhino • elephants • orangutans



Find a teacher in your school (not the Eco-Coordinator), have they taught a lesson about deforestation, land-use, endangered animals or any other threat to biodiversity in the last twelve months?



• Year 4 - deforestation within rainforest topic.
• FS introduce understanding of deforestation



Survey a class in your school, have more than half of the selected class planted a seed and helped it grow in their lifetimes?



Optional additional question:

COMMENTS: Sanctuary

TOTAL SCORE

• We have the owl visit year 2 every year to teach the children about animal conservation.
• Land use, habitats + biodiversity taught across the school through outdoor learning, geography, science, eco work, etc.





ENERGY



YES

NO



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



Have pupils in your school ever taken responsibility for identifying the light switch, or electronic device, which is most commonly left on when not in use?



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



Does your school have either motion-sensor lights (that switch off when not in use), or draught strips on windows and doors?



Does your school ever include energy-saving tips in its e-newsletters so parents and pupils can save energy at home?



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

outdoor classroom days

The Sun could provide us with a year's worth of energy in just one hour (if we could harness it all).





Approach 5 schoolmates or members of staff, can all five tell you a way they try to save energy at home?

YES

NO



Find a teacher in your school (not the Eco-Coordinator), have they taught any lessons about energy in the last twelve months?



Find your school's site manager, does your school have a smart meter and are you allowed to look at it?



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?

Optional additional question:

Do you teach about renewable energy in the curriculum?

COMMENTS:

- School has solar panels and wind turbine.
- Eco warriors act as energy monitors for their class.
- feed back within new actions.
- Build electric kit cars in Year 5.









TOTAL SCORE





GLOBAL CITIZENSHIP



	YES	NO
 Has your school raised money for a charity or cause in the last twelve months? <i>water aid - goal bank</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
 Was any of this money raised for <u>environmental</u> , wildlife or animal welfare charities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		
 Has your school collected for a local foodbank, or supported a local charity or organisation in any other way in the last twelve months?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
 Have pupils in your school taken responsibility for planning and organising a charity fundraising event, or chosen which charity (or charities) your school will support in the last twelve months?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
 Does your school celebrate different cultures and religions (e.g. do you try different food types, celebrate different religious/cultural holidays or participate in events like Black History Month)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
 Has your school hosted a Fair Trade Bake Sale (or a similar event) in the last twelve months?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		

24 million people were displaced from their homes due to natural hazards in 2016, most were linked to disasters made worse by climate change.



YES NO

☺ Approach three different members of teaching staff (not the
☹ Eco-Coordinator) can any of them name one of the Sustainable
☹ development goals?



? Speak to staff members in the school canteen, do they use any Fair Trade food items or local, seasonal produce?



🔍 With permission and Eco-Coordinator supervision (ask the Eco-Coordinator to do this on your behalf if you're not allowed), check the tea and coffee in the staff room, are either of them Fair Trade?



Tea and sugar.

☹ =
☹☹ = Survey a class in your school, can any of the pupils tell you about an
☹☹☹ = environmental story they have read or seen in the news in the last
☹☹ = week?



- amazon river chemicals.
- parica (uganda - harvest gestible).

Optional additional question:

Does each year group study key issues around our host country?

COMMENTS:

TOTAL SCORE





HEALTHY LIVING



YES

NO



Does your school grow its own fruit, vegetables and herbs?



Does your school menu have plant-based options every day and are these options as appealing as meat-based options?



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



Do pupils in your school work with your school's canteen staff to help plan healthy, new menu items?



Does your school include tasty and healthy recipe ideas (including plant-based recipes) in your e-newsletter for pupils and their families to cook at home?

We could cut land used for farming by 75% if we stopped meat and dairy production.



YES

NO



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



- biodiversity area.
- round house.



Does your Eco-Committee have a suggestion box, so they can address environmental concerns and combat eco-anxiety?



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

health curriculum included after school. - social, emotional, + mental



Do pupils in your school have the opportunity to participate in daily exercises (outside PE lessons)?

H=
HH=
HHH=
HHH=
HHH=

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



Optional additional question:

COMMENTS:

TOTAL SCORE

- o Fruit trees growing.
- o Classes growing own veg + plants across the school.
- o Recipe's to go into newsletter, articles as part of actions.
- o We have planted trees to make future outdoor classroom classrooms.





LITTER



YES

NO



Does your school have access to litter-picking equipment?



Have pupils from your school litter-picked in your school grounds in the last twelve months?



*- whole school litter picks annually.
- classes do regular school + beach litter picks.*



Have pupils from your school litter-picked in your local community in the last twelve months?



- in the local parks and lanes near our school. - on the beach.



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?



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



Over 70,000 pets and wild animals are hurt in Britain every year because of litter.



YES

NO



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



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



In the last twelve months, have pupils in your school written to your head teacher, local council, MP, pupil's families or nearby businesses about litter-related issues?



- year 5 pupils have written to the MP about litter and sewage relating to climate change issues.



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



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?

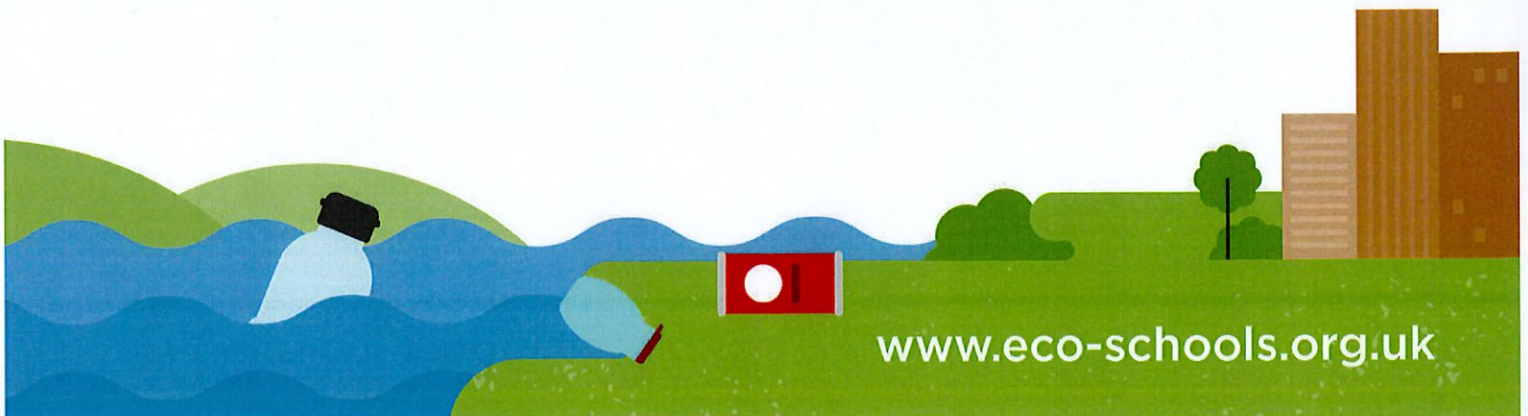


Optional additional question:

do members of our school litter pick in the community in their own time.

COMMENTS:

TOTAL SCORE





MARINE



YES

NO



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



Has your school placed a ban on any other types of single-use plastics?



Over the past twelve months, has your school made an effort to reduce its use of any other type of single-use plastic it is unable to ban entirely?



Has your school organised and completed a beach river or canal clean in the last twelve months?



In the past twelve months, has your school planned any events to raise funds for, or awareness of, marine life conservation?



Every year 8 million tonnes of plastic end up in the oceans, that's the equivalent of one rubbish truck every minute.



YES

NO



Has your school created mural or sculptural artworks, to highlight how single-use plastics can harm marine life?



Speak to staff members from your school canteen, does your school have a policy on only using sustainable fish?



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



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



Find a teacher in your school (not the Eco-Coordinator), have they taught any lessons about marine environments or marine life in the past twelve months? *- eco unit in Y5*

Optional additional question:

COMMENTS:

- Action to audit and reduce single use plastics in school.
- Tensans for cleaning.

TOTAL SCORE



SCHOOL GROUNDS



YES

NO



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



- every year group has an outdoor garden that is their responsibility to look after.



In the last twelve months, have pupils been responsible for introducing or looking after outdoor plants in your school grounds?



Are any of these plants (inside or outside) planted in recycled containers?



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



Does your school have an outdoor learning area?

It takes around 100 years to create just 1mm of topsoil.



YES

NO



Does your school have a green roof?



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



gardening lessons within science outdoor learning and eco work.



Are pupils allowed to play outside everyday (even when it is cold or slightly raining)?



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



- have you created outdoor educational biodiversity area. round house. for indoor spaces outdoor class room. now gaining further outdoor class room.



Do pupils have an opportunity to suggest improvements to their school grounds?

Optional additional question:

COMMENTS:

TOTAL SCORE

10
9.5





TRANSPORT



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

YES

NO



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



Does your school have a park 'n' stride scheme for pupils who live far away?



Does your school have a walking bus scheme?



Does your school have a car-sharing scheme for staff?



There are now more than 1 billion combustion engine cars on the road.



YES

NO



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



Does your school provide safety training for cycling and walking to school?



Is the area around your school safe when you arrive and leave school, for example do you have a pedestrian crossing, lollipop, slower speed limit, yellow zig-zags etc.?

✓ =
✓✓ =
✓✓✓ =
✓✓✓✓ =

Choose a class to survey, do more than half of the class walk, cycle or scoot to school?



✓ =
✓✓ =
✓✓✓ =
✓✓✓✓ =

Survey the staffroom, do more than half of staff members walk, cycle, use public transport or car share to travel to school (you might need your Eco-Coordinators help with this question)?



Optional additional question:

within the curriculum, do you teach children about alternative eco-friendly transport methods?

COMMENTS:

TOTAL SCORE





WASTE



YES

NO



Are pupils actively involved in recycling your school's waste, for example they might help the site manager empty the school's recycling bins or create signs signalling how to recycle correctly?



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

crisp packets



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



- In some years, children use their garden waste to make fertiliser for the garden



Are recycling tips ever shared in school assemblies or in school newsletters to help pupils and their families recycle at home?



In the past twelve months, has your school organised a second-hand clothes sale (this might include a school uniform swap)?



30% to 40% of the food produced in the world is never eaten, yet an estimated 831 million people don't have enough food to eat.



YES NO



Does your school have any permanent swap shops, or have you had a swap shop event in the last twelve months (this might include books, toys or stationary)?

BOOK SWAP



Do you know who is responsible for collecting your school's food waste?



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



Approach 3 schoolmates or members of staff, can any of them name the 5r's (refuse, reduce, reuse, repair, recycle)?



Speak to your school's site or office manager, does your school recycle old, or broken electronic waste?



Optional additional question:

COMMENTS:

TOTAL SCORE

We need to identify more ways to recycle and reduce plastic waste.





WATER



YES

NO



Does your school have a water-butt?



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



In the past 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?



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

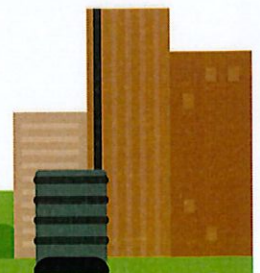


In the past 12 months, has your school ever fundraised for water-based charities like Water Aid?



- at the start of this year + continued across the year.

Every year 5 trillion litres of water are used to dye fabric for our clothing. This is enough to fill two million Olympic-sized swimming pools.





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

YES

NO



Approach three schoolmates or members of staff, can all of them name the 3 p's (pee, poo & toilet paper) that are the only items that should ever be flushed down a toilet?



Speak to a member of your school's canteen staff, do they dispose of cooking fats responsibly?



Find your school's site manager, will they agree to show you your school's water meter?



Find a teacher (not the Eco-Coordinator) have they taught any lessons about the Water Cycle, water use or volume and capacity (relating to water) in the last twelve months?

Optional additional question:

COMMENTS:

• We can add water saving tips in newsletter action.

TOTAL SCORE

7



TOTAL SCORE FOR ALL TOPICS:

84

THINGS WE ARE DOING WELL:

- renewable energy sources - turbine / solar.
- understanding of 5Rs.
- crisp packet recycling.
- outdoor learning + outdoor learning spaces.
- we held a trust COP26 summit - children put questions to local MP, identified what they had done so far and possible future actions.

THINGS WE COULD IMPROVE:

- refreshing + improving our gardens.
- feedback to children, parents & staff in news letters and offer tips / ideas.
- reduce single use plastic in school.
- encourage more of walk, cycle seat to school.

ANYTHING ELSE:

- lots of international work within our international curriculum - brought in Uganda in Australia, etc.

