

**Starfish Malawi Environmental Review**

**School:** Forest Academy, Bury Road, Brandon, Suffolk IP27 0FP

**Date of Review:** January 2013

**Carried out by:** A. Grimes and School Council

**LITTER** Page 2/9

1. How serious is the problem of rubbish/litter in the school grounds?

Very serious, the place is a mess most of the time

xxxxxx

Not too bad but could be improved X

The grounds are more or less litter free

2 Does your school have a clear anti-litter policy? Yes No X

3 Are there litter bins inside the school buildings? Yes X No

How many of these are Full / Overflowing? None

How many are about half full? None

How many are less than a quarter full? Most

4 Are there any areas inside the school buildings that are littered

where there are no litter bins? Yes No X

5 Are there enough litter bins in the school grounds? Yes X No

How many of these are Full / Overflowing? None

How many are about half full? None

How many are less than a quarter full? All

6 Are there any areas in the school grounds that are littered

where there are no bins? Yes No X

7 Are the bins generally:

Big enough? Yes X No

Correct design? [holding litter in windy conditions] Yes X No

Clean? Yes X No

**Any further comments on Litter**

* In school, and around the site, we have plenty of bins which are emptied daily.
* Children are discouraged from having snacks other than fruit at break so there a few wrappers. Peels, skins and core are disposed of in the compost bin.
* Each classroom has two bins. The red bin is for plastics, paper towels and non-recyclable rubbish . The green bin is for paper which is recycled.
* Each week we award the ‘Golden Dustpan’ to the class which is most vigilant with collecting and sorting rubbish.
* We have a number of litter picking tools which the children love to use.
* Adults and children recognise we all have a responsibility for picking up litter and taking a pride in the environment.
* Our main litter problem is found in the car park. The nature of this litter suggests it is blown in from outside school. The caretaker regularly clears this area as out of bounds for children.

**HEALTHY LIVING** Page 3/9

1 Does the school include education on healthier eating and

basic food/personal hygiene practice in the curriculum? Yes X No

2 Does the school have drinking water easily available? Yes X No

3 Does the school offer all pupils a minimum of 2 hours physical

activity / week within and outside the curriculum? Yes X No

4 Does the school have a no smoking policy for staff? Yes X No

[if yes is this followed by all staff, parents and carers?] Yes X No

5 Are there green plants growing in pots in any classrooms? Yes X No

[if Yes, in which classrooms – if all write ALL] Not in all classrooms but we also have in corridor.

6 Do the school toilets have:

Doors with locks Yes X No

Toilet Paper Yes X No

Water to wash hands Yes X No

Paper Towels Yes X No

**Any further comments on healthy living**

* We have ‘Healthy School’ status.
* We now follow the Cambridge PSHE scheme of work which has a Healthy Lifestyle topic which is visited by all year groups each year.
* Last year we held a ‘Healthy Schools’ week which focussed on healthy eating, exercise and lifestyle choices.
* Each year we hold a Safety Day when children look at issues such as: sun safety, road safety, electricity, ‘stranger danger’, etc.
* The school nurse and dental hygienist visits classes to enhance science/PSHE topics.
* All children are encouraged to bring water bottles into school and are only allowed squash in packed lunch boxes. Water bottles can be accessed throughout the day.
* As well as the recommended PE lessons we also run sports clubs: football, hockey, multi-skills. We open the school to external sports providers during the holidays.
* Smoking is not permitted on the site and signs are displayed. However we are concerned that a small number of parents stand smoking just outside the school gate.

**BIODIVERSITY 4/9**

1. Does the school have a wildlife or conservation area? Yes X No

X[if Yes, is the area protected by fences or school rules or both?] Yes X No

[if Yes, are the children involved in looking after them?] Yes X No

1. Does the school have links with any local or national

environmental organisations? Yes X No

[if Yes, then list the organisations] Eco-Schools

**Any further comments on Biodiversity**

* The school is working towards Eco School Bronze Award.
* Adults and children have all thought carefully about how to improve our environment. The school development plan and the curriculum have both driven a range of projects, activities and teaching and learning opportunities. The school council has also been involved and invited governors and the caretaker to meetings.
* Children have looked at a range of environmental issues through the curriculum and enrichment activities such as Science week and Science Club.
* We have an environmental garden which is left relatively untouched to encourage wildlife. It is fenced off as it has a pond. Children use this area for lessons.
* Our outside areas have been improved: playground markings, quiet area with planters, allotment area, shaded area with seating and story chair. Children have grown harvested and eaten salad. The curriculum topics have been enriched e.g. Global Gardens.
* Water butts have been installed. All children are reminded to turn off taps. We were in an area of drought.
* Environmental issues are raised in assembly e.g. Suffolk County Council came in to talk about recycling and compost making. We encouraged parents to acquire compost bins and water butts through the council.
* We are within walking distance of Brandon Country Park so we are able to make use of this free resource

**SCHOOL GROUNDS 5/9**

1. What proportion [percentage] of the school grounds are:

Green playing field / Short Grass: 30% Long Grass: 0%

Conservation or Wildlife area: 10% Woodland: 0%

Tarmac / Path / Roads: 15% Seating: 5%

Flower / Vegetable Beds: 5% Activity Play: 10%

Other: 25%

1. What proportion [percentage] of the school boundaries are:

Hedges & Trees 60% Wire or Railing 60% Open Ground 0%

Please see note below.

1. Does the school recycle garden or fruit/vegetable waste in a composter or wormery?

Always X Occasionally

Rarely Never

4 Do you ever hold lessons outside? Yes X No

5 Have pupils looked into the heritage of the school grounds? Yes X No

**Any further comments on School Grounds**

* The school has recently undergone a large building project and afterwards we developed and improved the outside area by increasing the number of planters, mini allotments, playground markings, quiet areas and shaded area with seating.
* The school boundaries are a mixture of brick walls and wire fencing but in front of the majority of this there are shrubs and trees to provide a screen for neighbouring houses.
* Brown compost bins were introduced for garden waste and compostable waste (tea bags, peels and skins)
* Lessons are sometimes held outside when it will enhance the teaching and learning. We have a story teller’s chair and seating area under a shaded canopy.
* In October the school celebrated the EYFS building being 100 years old. All children learnt about the history of the school and education. A mini museum display was created with artefacts from the local community and children’s work. This was opened to the public. A centenary edition of the school newsletter was created and this was circulated to the school community and local businesses.

**GLOBAL PERSPECTIVE** 6/9

1. Do pupils consider how actions taken within the school affect people

and the environment locally and globally? Yes X No

If so give examples:

|  |  |  |
| --- | --- | --- |
| Local Action | Local Effect | Global Effect |
| Promoting walking to school | Reduce traffic congestion, pollution and health benefits | Reduced pollution and running out of fossil fuels, global warming |
| Allotments | Increased understanding of where food comes from, awareness of food miles | Reduced pollution and running out of fossil fuels, global warming |
| Science Week 2012 focussed on global environmental issues | Children learnt they can act to make a difference | Ripple effect on the global environment by individuals making changes to own habits and activities |
| Topic: Keen to Be Green | Children learn to reduce, reuse, recycle | Ripple effect on the global environment by individuals making changes to own habits and activities |
| Topic: Global Gardens | Children learn where different plants used for food, medicine etc. come from, food miles and fair trade. E.g. buy local produce from market rather than imported | Positive impact on people (fair trade)and the environment (food miles) by children having more awareness of global effect of their choices |

1. Of the Eco-Schools topics that you may have looked at in the past,

have you explored how these issues might be approached in other

parts of the world? Yes No x

If so please give examples:

|  |  |
| --- | --- |
| Eco- Schools Topic | Location[s] looked at |
|  |  |
|  |  |
|  |  |

1. Are the opportunities for considering global environmental issues

maximized through the curriculum? Yes X No

Has the school made use of materials from other organisations to

help with this topic? Yes X No

1. Have the pupils considered other issues, such as:

Human rights and Ethics Yes X No

Fair Trade Yes X No

Conflict Resolution Yes X No

**Any further comments on Global Perspective**

* Over the past two years we have audited, evaluated, developed and reflected on the global dimension of all aspects of school. In October 2012 we were awarded the Full ISA. The audit enabled us to really focus on what we do well and develop other areas.
* Due to Suffolk moving from a three tier to a two tier system we were given the opportunity to design our thematic topics from scratch. As we planned the new topics we made sure there were lots of opportunities for children to think more ‘globally’. We also invited visitors into school who could really bring other cultures to life.
* We have worked in partnership with UNITY to deliver a programme to support the school to develop its intercultural teaching. The programmes are informed by research, contemporary policy and practice, and explore the multifaceted complexities of race, culture and ethnicity. A series of workshops over five days throughout June were chosen to appeal to the children while developing a better understanding of what it means to be different, to feel you are an outsider.
* Initial meeting with Jo Wilson, Head and Deputy Head to discuss the current position of the school and the areas felt we needed to address: raising aspirations, developing an increased awareness of cultures and diversity, engaging with parents and the local community.
* May 30th 2012: Staff meeting with all teachers to outline the proposed programmes and to explore existing ideas and attitudes. Staff were asked to reflect on what causes racism, why it is so important to address racism and how by not addressing it we are complicit in the perpetuation of racist attitudes.
* June 18th 2012: Words, Sounds Power: Years 4 and 5 developed their creative writing skills with thought provoking rhythmic poetry. Children connected and discovered their own heritage, culture and identity using a range of subjects. The children performed their poetry and the most appreciated pieces, selected by the children, were performed and filmed in front of friends. The poems were collected together and a selection chosen to form a book.
* June 19th 2012: Pandora’s Box is a holistic learning experience. Children collected artefacts from family members which sparked the dialogue between the generations to enable them to learn more about their own heritage, culture and identity. The process of showing, telling and reflecting helps the children to develop a sense of belonging. African drumming was enjoyed by Year 5. Children learnt more about saris and how to put one on. Children reflected on who they are and what pictures would reflect them, their family, history and culture. Children created a jigsaw piece to become part of a shared display. UNITY staff and N. Richards spent time with a core group of children thinking about ‘communication’ skills. This activity enabled the adults to get to know the children better ready for filming in July.
* July 2012: Core Group films were made with a number of families who were selected for a variety of reasons including those who were identified as being from an ethnic minority group or were third or fourth generation Brandonians. Time was spent talking to the adults and children about their experiences and their ’journey’ to Brandon. Staff from UNITY and the school worked collaboratively to develop the relationships with the families to ensure the interviews and filming ran smoothly.
* A final debriefing session allowed time to view films, reflect, evaluate and think about next steps.
* Outcomes: Staff have an increased confidence to teach children about diversity and commonality. This has opened created a dialogue to discuss issues such as bullying and racism. Children developed a better understanding of their own attitudes and reflected on what it means to belong. The dialogue between families was increased as the project provided opportunities for adults and children to explore the different backgrounds, experiences, heritage and culture. We have already started planning further opportunities to have representatives from UNITY in school next year.

**PUPIL PARTICIPATION** 7/9

1. Do any of the issues considered in this environmental review feature in school assemblies?

If so then list those topics covered in the last term:

|  |
| --- |
| * Caring for the local environment and the world we live in. * Water, drought and flood * Suffolk County Council came in to talk about recycling and compost making. We encouraged parents to acquire compost bins and water butts through the council. |

1. Are special environment-related lessons or visits undertaken by

classes or groups eg paper making, visits to environmental venues etc?

If so then list those undertaken in the last term:

|  |
| --- |
| * Animals and Their Habitats topic: used school grounds and Brandon Country Park * Minibeasts: used school grounds and Brandon Country Park * Materials and Their Properties: Felt making, a natural material * Small groups of children go to Elveden Academy our federation school) to experience ‘Forest Schools’ activities * Children visit Elveden Estate each year to select a Christmas tree and see how forests are managed. |

1. Are pupils involved with local waste, re-cycling or conservation projects

outside school time or via links with schools abroad etc?

If so then list some examples:

|  |
| --- |
| * Children collected, sorted and weighed litter found on a walk in the local area. They used ICT to create a database and maths to calculate the percentage of recyclable waste. They then learnt about how some litter could have been reused or recycled and how long it could just remain as litter. Findings were sent to Chikowa School, Malawi. * We also looked at the vast amount of rubbish created from our pre-packed supermarket foods and compared the more environmentally friendly market produce available locally here and in Malawi. |

**Comments / Notes for Action** 8/9

On completion of the Environmental Review, fill in the following boxes with any comments relating to each topic and list possible actions that could be taken.

Some of these actions can then be used in your Action Plan.

|  |
| --- |
| **Energy:**   * **Encourage people to switch all ICT equipment off unless being used.** * **Saving energy by having door monitors so that doors are opened and closed during break, not just pegged open. Classroom outside doors to be closed except for immediate use.** * **Investigate solar panels** |
| **Litter:**   * **School Council to take charge of litter picking.** |
| **Waste Minimisation / Recycling**   * **Encourage teachers to use IWB rather than photocopying** * **School Council to arrange ‘Bring and Buy’** |
| **Supply and Usage of Water**   * **Increase awareness of careful use of water** * **Water butts ready to water allotments** |
| **Any other comments** |