



ENVIRONMENTAL REVIEW

School: Sissinghurst VA Church of England
Primary School

Date of Review: 16/1/13

Carried out by: K Lyon + Eco club

ENERGY

- 1 Is there someone in your school who has special responsibility for monitoring the consumption of energy (electricity, heating etc.) in the school?

YES ☒ NO ☐

If there is, who is it?

Bursar

- 2 Are the energy meters (e.g. electricity meters) easily visible to pupils?

YES ☐ NO ☒

- 3 Has your school taken any of the following low-cost steps to reduce heat loss through windows?

Draught excluding strips

YES ☒ NO ☐

Solar reflecting film

YES ☒ NO ☐

Responsible class window monitors

YES ☒ NO ☐

- 4 Do the school windows have double glazing, triple glazing or energy-saving glass?

YES ☒ NO ☐

If YES, then in how many rooms? (If All Write ALL)

All

- 5 Are any external (outside) doors self-closing?

YES ☒ NO ☐

If YES, then how many doors are self-closing? (If All Write ALL)

- 6 Are low-energy light bulbs and fluorescent tubes used in school?

YES ☒ NO ☐

If NO, then in how many rooms? (If All Write ALL)

- 7 Does each classroom have its own heating thermostat?

YES ☒ NO ☐

If NO, then how many rooms have a thermostat? (If None Write NONE)

- 8 Are lights and electrical items turned off when not in use?

Yes ☒

No ☐

Sometimes ☐

- 9 Does the school have any of the following sources of renewable energy?

Wind Generator:

☐

Solar Water PV Heating Panels:

☒

Wood Fuel Boiler:

☐

Ground Source Heat Pump:

☐

ANY FURTHER COMMENTS ON ENERGY:

LITTER

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

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

☐

Not too bad, but could be improved

☒

The grounds are more or less litter free

☐

2 Does your school have a clear anti-litter policy?

YES ☒

NO ☐

3 Are there litter bins inside the school buildings?

YES ☒

NO ☐

How many of these are Full / Overflowing?

none

How many are about half full?

most

How many are less than a quarter full?

few

4 Are there any areas inside the school buildings that are littered where there are no bins?

YES ☐

NO ☒

5 Are there enough litter bins in the school's grounds?

YES ☐

NO ☒

How many of these are Full / Overflowing?

1

How many are about half full?

2

How many are less than a quarter full?

0

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

YES ☒

NO ☐

7 Are the bins generally

Big Enough?

YES ☒

NO ☐

Correct Design (holding in litter in windy conditions)?

YES ☒

NO ☐

Clean

YES ☒

NO ☐

ANY FURTHER COMMENTS ON LITTER

The caretaker needs to be reminded to empty the bins.

WASTE / RECYCLING

- 1 Does the school carefully control the use of resources such as paper, pencils, ink cartridges, pens, envelopes etc?

No, there seems to be little control

☐

Yes, but control is not very tight

☒

Yes, control of these materials is very strict

☐

- 2 Does the school buy stationery products (paper, pencils, pens etc.) made from recycled content?

Yes

☐

No

☐

Sometimes

☒

- 3 Are hand towels and other disposable paper products purchased with recycled content?

Yes

☒

No

☐

Some

☐

If So, note which products are and which aren't

Paper towels

- 4 Does the school recycle any of the following items of school waste?

Paper:

☒

Inkjet cartridges:

☒

Plastic:

☒

Cardboard:

☒

Vending Machine Cups:

☐

Other:

☒

Please describe other materials recycled

Bags for schools, mobile phones, batteries

- 5 What proportion of school food waste is composted?

None:

☐

1 - 25%:

☒

26 - 50%:

☐

51-75%:

☐

75 - 100%:

☐

- 6 Do you run any other recycling schemes to raise money for the school and / or involve the local community, e.g. mobile phones, jumble sales?

YES

☒

NO

☐

- 7 Does the school encourage reuse of materials, e.g. water bottles?

YES

☒

NO

☐

- 8 Does the school have any policies to reduce waste?

YES

☐

NO

☒

- 9 Does the schools

ANY FURTHER COMMENTS ON WASTE / RECYCLING

WATER

1 Is there a water meter to record water use in school?

YES ☒ NO ☐

2 Is the meter easily visible to pupils?

YES ☒ NO ☐

3 Are pupils involved in taking and displaying readings?

YES ☐ NO ☒

4 Are the toilets designed to reduce water loss e.g. low-volume flush, flush on demand urinals etc.?

YES ☒ NO ☐

If yes, then how many toilets are fitted with such devices (If all Write ALL)

ALL

5 Are hand-basin taps of the push-on or self-stopping type?

YES ☒ NO ☐

If yes, then how many (If all Write ALL)

ALL

6 Are taps left running?

Yes ☐

No ☐

Sometimes ☒

Some push taps are getting stuck

7 Are dripping taps and other leaks fixed quickly?

YES ☒ NO ☐

If NO, then approximately how long do repairs take?

2 – 3 Days: ☐

4 – 7 Days: ☐

More than 7 Days: ☐

8 How often does the school run water-saving campaigns?

Regularly: ☐

Occasionally: ☐

Never: ☒

ANY FURTHER COMMENTS ON WATER

TRANSPORT

1 Do you monitor how pupils travel to school?

YES ☒ NO ☐

If Yes, how many pupils use the following transport to or from school – note total count of pupils

Walk: 15

Bus: 5

Cycle: 0

Share taxi: 0

Share a car 8

Car single passenger ~~1~~ 118

TOTAL: 146

Has this data been mapped?

YES ☐ NO ☐

2 Does the school have dry and secure cycle storage?

YES ☒ NO ☐

If Yes, is there sufficient space for all users?

YES ☒ NO ☐

3 Does the school offer cycle instruction?

YES ☒ NO ☐

If Yes, does it include on-road training?

YES ☒ NO ☐

If Yes, does it meet the national standard

YES ☒ NO ☐

4 Does the school have a network of 'safe routes' to walk or cycle?

YES ☒ NO ☐

5 Does the school have any of the following:

Walking Bus Scheme?: YES ☐ NO ☒

Cycle Train: YES ☐ NO ☒

Park & Ride?: YES ☐ NO ☒

Other Similar Scheme: YES ☐ NO ☒

6 Does the school organise regular 'walk to school' or 'cycle to school' events?

YES ☐ NO ☒

7 Do any of the school transport vehicles (buses, taxis etc.) run on alternative fuels such as electricity, land-fill gas or vegetable-derived oils?

YES ☐ NO ☒

8 Does the school have a school travel plan?

YES ☒ NO ☐

9 Does the school have a pedestrian and cycle entrance that is separate from vehicle access?

YES ☒ NO ☐

ANY FURTHER COMMENTS ON TRANSPORT

HEALTHY LIVING

- | | | | |
|---|--|---|-----------------------------|
| 1 | Does the school provide and promote healthier food at break times and lunchtimes? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| 2 | Does the school include education on healthier eating and basic food safety practice in the taught curriculum? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| 3 | Is there a system for monitoring whether children eat a balanced lunchtime diet over the week? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| 4 | Does the school have drinking water easily available throughout the day? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| 5 | Does the school offer all pupils a minimum of 2 hours physical activity a week within and outside the National Curriculum? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| 6 | Does the school have a no-smoking policy for staff? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| | If Yes, is this followed by all staff including carers, parents and staff? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| 7 | Can classroom and other windows be opened to improve ventilation? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| 8 | Are there green plants growing in pots in any classrooms? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |

If Yes, in which classrooms? (If all Write ALL)

1

- 9 Which of the following are commonly used by teachers?

Chalk: ☐

Water Based Markers: ☒

Interactive Whiteboard: ☒

Solvent Based Markers: ☐

A Mixture: ☐

- | | | | |
|----|---|---|-----------------------------|
| 10 | Does the school use environmentally friendly cleaning products? | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
|----|---|---|-----------------------------|

- | | | | |
|----|-----------------------------|------------------------------|-----------------------------|
| 11 | Do the school toilets have: | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
|----|-----------------------------|------------------------------|-----------------------------|

Locks: ☒

Toilet Paper: ☒

Sanitary Disposal Facilities: ☒

Hot Water: ☒

Paper Towels: ☐

Sanitary Product Dispensers: ☐

ANY FURTHER COMMENTS ON HEALTHY LIVING

BIODIVERSITY

1 Do the school grounds staff use chemical pesticides and herbicides?

Often ☐

Occasionally ☐

Never ☒

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

Yes Lots: ☒

Yes Some: ☐

No: ☐

3 Does the school have a wildlife, or conservation area?

YES ☒

NO ☐

If Yes, is the area protected by fences or school rules, or both?

YES ☒

NO ☐

4 Does the School have any of the following

Bat Boxes: ☐

Bird Boxes: ☒

Log Piles for Invertebrates: ☒

Bird Feeders: ☒

Bird Baths: ☐

Woodland Areas: ☐

Squirrel Feeders: ☐

Pond: ☒

Butterfly Friendly Plants: ☒

Species Record: ☐

If any of the above are ticked Yes, are pupils involved in looking after them ?

YES ☒

NO ☐

5 Does the school have links with any local or national environmental organisations?

YES ☒

NO ☐

If Yes, then with Whom? (List)

RHS Campaign for school gardening
Kent High Weald Partnership

ANY FURTHER COMMENTS ON BIODIVERSITY

SCHOOL GROUNDS

1 What proportion (percentage) of the school's grounds are?

Grass Playing Field / Short Grass: 50

Long Grass: 3

Conservation or Wildlife Area: 10

Woodland: 0

Tarmac / Path / Roads: 30

Seating Areas: 1

Flower / Vegetable Beds: 5

Activity Play Area: 1

Other: _____

2 What proportion (percentage) of the school's boundaries are?

Hedges & Trees: 70% *within railings* Wire or Railing: 100%

Open: 0

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

Always: ☒

Occasionally: ☐

Rarely: ☐

Never: ☐

4 Do you ever hold lessons or part of lessons outside?

YES ☒ NO ☐

5 Have pupils looked into the heritage of the school grounds?

YES ☐ NO ☒

ANY FURTHER COMMENTS ON SCHOOL GROUNDS

GLOBAL PERSPECTIVE

- 1 Do pupils consider how actions taken within the school affect people and the environment locally and globally?

YES ☐ NO ☒

If so please give examples

Local Action	Local Effect	Global Effect

- 2 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 ☒

If so please give examples

Eco-Schools Topic	Location(s) Looked at
Litter	Malawi

- 3 Are the opportunities for considering global environmental issues maximised through the curriculum?

YES ☐ NO ☒

Has the school made use of materials from other organisations to help with this topic? *Early stages of Malawi link*

YES ☒ NO ☐

- 4 Have the pupils considered other issues, such as

Human Rights and Ethics

YES ☐ NO ☒

Fair Trade

zebra class

YES ☒ NO ☐

Conflict resolution

YES ☐ NO ☒

ANY FURTHER COMMENTS ON GLOBAL PERSPECTIVE

We are at the early stages of global curriculum links with Boma School in Malawi. We have identified curriculum links in our long term planning.

Green Procurement

1	Does the school have a green procurement policy? (There will be a requirement to develop a green procurement policy from Jan 2013)	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
2	Do you ensure that you purchase all products and services that have a minimal impact on the environment (i.e. Green Procurement)? This could include buying local, buying recycled and recyclable, using less chemicals and reducing the schools carbon footprint)	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
3	Is green procurement therefore considered in the following areas? (Please refer to the Getting Started pages of the website for more details on Green Procurement)	
	Paper	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	Cleaning products	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	Office equipment	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	Lighting	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	Transport	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	Furniture	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	Electricity	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	Food and catering	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	Gardening products	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	Indoor lighting	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<p>For more information on Green Procurement and its importance please visit www.keepbritaintidy.org/ecoschools/gettingstarted/Green_Procurement</p> <p>We also have a 'Guide to green procurement' document available for download from this page. It will be a great help in answering all the questions here.</p>		

PUPIL PARTICIPATION

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

YES ☒ NO ☐

If so then list those in the last term, detailing the topic covered

Litter, recycling - Saul Fagerman project
from Kent High Weald Partnership.

Eco club reports - litter focus

- 2 Are special environment-related lessons or visits undertaken by classes or groups e.g. paper making, visits to environmental venues etc?

YES ☒ NO ☐

If so then list those in the last term, detailing the topic covered

Eagles - term 6 2012 - Saul Fagerman

- 3 Are pupils involved with local waste/recycling/conservation etc. projects outside school time or via links with schools abroad etc?

YES ☒ NO ☐

If yes then list some examples

Links with litter/recycling Boma School, Malawi

COMMENTS / NOTES FOR ACTION

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

To involve the children in reading energy meters, making links with curriculum, e.g. data handling in Maths.

To get involved in Switch of fortnight next year

Eco Warriors have toured the school to identify location of thermostats etc and identified ways to save energy, e.g which lights don't turn off automatically? making sure IWB's are turned off when not in use etc

Litter

Great improvements to litter have been made, Eco Warriors are finding less litter each week. More work needs to be done to get all children in school to use the composting bin. Another bin needs to be purchased for compost on playground and location of the bins needs to be monitored. The caretaker needs to be reminded to empty the larger bins regularly as this is a new job for him!

Waste Minimisation / Recycling

This is a focus area for our links with Boma School in Malawi. Areas of focus have been identified in our revised long term plan.

Bags for school fundraising – children fill bags at home of unwanted clothing items to be recycled, money raised is used for Malawi link school

Water

There have been some issues with our push down taps, they get stuck and continue to run. The caretaker is made aware of these when the problem occurs so they can be adjusted. Eco Warriors are encouraged to keep him informed.

Transport

Future plans could include 'Walk to school on Wednesdays'. The majority of our children come from outside the village, so mostly come to school by car.

Healthy Living

We continue to encourage healthy eating through lunch box monitoring, fruit and vegetable snacks at morning break. We have a healthy schools theme week focus each year.

We need to make sure that all classes have a green plant in their rooms.

Biodiversity

We have been working hard to develop this area. So far the children have been involved in planting the new raised beds, encouraging wildlife-making a bug hotel, feeding birds and making bird feeders, planting trees etc

School Grounds

We are continuing to develop the use of our outdoor space and involve the children through Pupil Council and Eco club. We are identifying ways to develop learning in the outside environment across all areas of the curriculum.

Global Perspectives

We are making stronger links with Boma School in Malawi. Our long term planning now includes curriculum links with similar areas of focus.

Pupil Participation

Children have bought in items to send out to Malawi. The Eco club has doubled in numbers this term. The children brainstormed activities that they wanted to do at the first club meeting, some of these have already been achieved .e.g making posters, weeding the raised beds, feeding the birds and weekly litter picking.

The whole school including parents, are involved in an Eco Green homework project this term. Children have chosen a creative eco activity that they would like to do from a suggested list. Homework projects will be celebrated during the last week of term (11th Feb) and everyone will come to school in green for the day.