

**Starfish Malawi Environmental Review**

**School Horsted Infant**

**Date of Review:**  26th February 2013

**Carried out by:**  Mrs A Hamblett

**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

Not too bad but could be improved

The grounds are more or less litter free

x

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

x

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

x

How many of these are Full / Overflowing? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many are about half full? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many are less than a quarter full? \_\_\_\_\_8\_\_\_\_\_\_\_\_\_

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

x

where there are no litter bins? Yes No

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

x

How many of these are Full / Overflowing? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many are about half full? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

How many are less than a quarter full? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

x

where there are no bins? Yes No

7 Are the bins generally:

Big enough? Yes No

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

Clean? Yes No

**Any further comments on Litter**

|  |
| --- |
| We do not have litter bins in the school grounds. The children do not take any litter outside and parents are encouraged to take litter home. Any literr blown in or thrown over the fence is cleaned up by the caretaker |

**HEALTHY LIVING** Page 3/9

1 Does the school include education on healthier eating and

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

x

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

x

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

activity / week within and outside the curriculum? Yes No

x

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

x

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

x

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

x

[if Yes, in which classrooms – if all write ALL] \_\_\_\_\_\_\_\_\_\_\_\_

6 Do the school toilets have:

Doors with locks Yes No

x

Toilet Paper Yes No

x

Water to wash hands Yes No

x

Paper Towels Yes No

x

**Any further comments on healthy living**

|  |
| --- |
| We have a healthy school curriculum. The children sort healthy and unhealthy food into groups. We also look at a balanced diet.  Parents and children are encouraged to provide only healthy food in their lunchboxes. All children have the opportunity to eat fruit at snack time. P.E. times are allocated to each class for 2 hours a week. Reception children have access to a physical development area in the outdoor area. |

**BIODIVERSITY 4/9**

x

1. 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

x

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

x

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

x

environmental organisations? Yes No

[if Yes, then list the organisations] Yes No

**Any further comments on Biodiversity**

|  |
| --- |
| The pod- Inform school about special events such as switch off fortnight and waste week. They provide ideas, posters and badges.  We have different habitats in the school grounds – The woodland walk, digging areas, allotments, greenhouse, mini beast hotel. Bird boxes with CCTV |

**SCHOOL GROUNDS 5/9**

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

Green playing field / Short Grass: \_\_\_\_\_\_25%\_\_\_\_ Long Grass: \_\_\_\_\_\_\_\_\_\_

Conservation or Wildlife area: \_\_\_\_\_5%\_\_\_\_\_ Woodland: \_10%\_\_\_\_\_\_\_\_\_

Tarmac / Path / Roads: \_\_\_\_\_3%\_\_\_\_\_ Seating: \_\_2%\_\_\_\_\_\_\_\_

Flower / Vegetable Beds: \_\_\_\_\_10%\_\_\_\_\_ Activity Play: \_\_\_\_45%\_\_\_\_\_\_

Other: \_\_\_\_\_\_\_\_\_\_

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

Hedges & Trees \_\_\_\_\_ Wire or Railing \_100%\_\_\_\_ Open Ground \_\_\_\_\_

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

Always Occasionally

x

Rarely Never

4 Do you ever hold lessons outside? Yes No

x

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

x

**Any further comments on School Grounds**

|  |
| --- |
| In the Foundation stage we have the outdoor classroom with digging and planting areas, role play area and a physical activity area. The woodland walk is used for nature study and science lessons. There is a mini beast hotel and herb garden when looking at different habitats. Some staff have also justrecieved training on aspects of forest school. |

**GLOBAL PERSPECTIVE** 6/9

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

and the environment locally and globally? Yes No

If so give examples:

|  |  |  |
| --- | --- | --- |
| Local Action | Local Effect | Global Effect |
| Water aid speaker and fundraising | Increased awareness | Money donated to charity |
|  |  |  |
|  |  |  |

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 No

x

Has the school made use of materials from other organisations to

help with this topic? Yes No

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

Human rights and Ethics Yes No

x

Fair Trade Yes No

x

Conflict Resolution Yes No

x

**Any further comments on Global Perspective**

|  |
| --- |
| We have been twinned with 2 countries – Lithuania and Malaysia. The pupils have compared and explored the theme of regeneration and environment |

**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:

|  |
| --- |
| Links with Malawi- Using recycled materials. Comparing lifestyles |

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:

|  |
| --- |
| Local council speakers about recycling and waste. What happens to waste in medway. |

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:

|  |
| --- |
| No |

**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**  **Energy meters are shared with the junior school therefore it is impossible to monitor usage in the infant department. Teacher has been identified within the junior school willing to lead Eco-schools programme and hoping to extend energy saving ideas. Posters obtained from the carbon trust shared with Juniors to increase adult awareness** |
| **Litter**  **Consider litter bins for the outdoor area especially near outdoor toilet.**  **Reinforce anti-litter policy** |
| **Waste Minimisation / Recycling**  **Purchase new composting bins and extend waste collection to all classes. Investigate the possibility of recycling kitchen waste** |
| **Supply and Usage of Water**  **Water butt installed – need to check that this water is being used to water the plants** |
| **Any other comments** |