

**Starfish Malawi Environmental Review**

**School: Borough Green Primary School**

**Date of Review: March 2013.**

**Carried out by:**  Mrs Nikki Pilfold

**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

×xX

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? \_\_\_\_2\_\_\_\_\_\_\_\_

How many are about half full? \_\_\_\_\_6\_\_\_\_\_\_\_

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

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

How many of these are Full / Overflowing? \_\_\_\_0\_\_\_\_\_\_\_\_\_

How many are about half full? \_\_\_\_2\_\_\_\_\_\_\_\_\_

How many are less than a quarter full? \_\_\_\_\_1\_\_\_\_\_\_\_\_

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 litter in windy conditions] Yes No

Clean? Yes No

**Any further comments on Litter**

**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

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

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

activity / week within and outside the curriculum? Yes No

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

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

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

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

6 Do the school toilets have:

Doors with locks Yes No

Toilet Paper Yes No

Water to wash hands Yes No

Paper Towels Yes No

**Any further comments on healthy living:**

**We are a school with a Healthy eating status which basically means we fulfil all the criteria for educating and encouraging healthy eating within the school. Children are not allowed sweets at break times and are encouraged to eat fruit. All our food is cooked in the school canteen and follows the healthy eating guidelines. Fresh fruit and vegetables are offered daily with a reduction in salty/fatty foods.**

**BIODIVERSITY 4/9**

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

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

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

environmental organisations? Yes No

[if Yes, then list the organisations] The pod Yes No

Tree planting for schools

**Any further comments on Biodiversity**

There is a wildlife area with a pond which is home to many different invertebrates, a small wooded area and meadow area. Birds and other wildlife are actively encouraged by use of bird boxes, bee and beetle boxes, butterfly table and hedgehog hide. We even have a bug hotel!

We have a range of animals that have taken residence in the school grounds which include bats in the old roo and eaves and a toad in the drain which ahds been there for several years! Our school runs alongside a railway which has a tree and hedge boundary and where foxes breed and feed regularly.

Through our Springwatch programme we have counted more than 20 different species of birds feeding or nesting in the school grounds.

We have planted over 30 trees in the last three years to replace fallen or dead trees.

**SCHOOL GROUNDS 5/9**

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

Green playing field / Short Grass: \_\_\_\_40% \_ Long Grass: \_\_\_\_\_\_\_\_\_\_

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

Tarmac / Path / Roads: \_\_\_\_30%\_\_ Seating: \_\_\_\_\_5%\_\_\_\_

Flower / Vegetable Beds: \_\_\_5%\_\_\_\_ Activity Play: \_\_\_\_10%\_\_\_\_\_\_

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

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

Hedges & Trees \_70%\_\_\_ Wire or Railing \_\_30%\_\_ Open Ground \_\_\_\_\_

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

Always Occasionally

Rarely Never

4 Do you ever hold lessons outside? Yes No

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

**Any further comments on School Grounds :**

**In 2011 we celebrated our 100 year Anniversary looked at pictures of the school in the past.**

We are lucky enough to have a swimming pool built by the parents over forty years ago and which is in need of constant repair. However, we feel it an important facility to enable children to learn to swim and the energy used to heat it during the summer months when it is used can be balanced by the reduction of fuel costs and energy of transportingpupils to the nearest pool which is 10 miles away.

**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 |
| Tree planting | Encourage wildlife | Wider bio-diversity |
| Recycling of waste  Lights off fortnight | Reduce landfill  Reduction of energy use | Reduce Greenhouse gases  Reduced burning of fossil fuels |
| Raise funds for link school | Education and awareness | Increased education/reduction in poverty |

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

If so please give examples:

|  |  |
| --- | --- |
| Eco- Schools Topic | Location[s] looked at |
| Recycling | Malawi (Recycling of rubbish for fuel bricks for cooking) |
|  |  |
|  |  |

1. Are the opportunities for considering global environmental issues

maximized through the curriculum? Yes No

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

Fair Trade Yes No

Conflict Resolution Yes No

**Any further comments on Global Perspective**

We include a topic on Malawi as a contrasting locality in our Geography curriculum every two years.

**PUPIL PARTICIPATION** 7/9

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

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

|  |
| --- |
| Reduction/Recycling of food waste  Local tree planting in Library |

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:

|  |
| --- |
| Recent year 3 and 4 trip to Horton Kirby Environmental centre to study local plant and animal life and river studies. |

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

outside school time or via links with schools abroad etc?.Yes.

If so then list some examples:

|  |
| --- |
| Recycling of PE kits/books and unused paper to link school 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**  **Borough Green Primary School participate in Switch off fortnight as a whole school once a year to encourage awareness of energy use. Eco-warriors complete home surveys.**  **Ways to reduce energy consumption are encouraged across the school.**  **Solar panel schemes have been looked at but grants for these were not possible.**  **Action: Possible research for further grants for reusable energy sources.** |
| **Litter**  There are adequate litter bins and litter is not a problem in the school.  Action: Recycling bins for fruit waste outdoors. |
| **Waste Minimisation / Recycling**  There are recycle bins for paper and a range of other materials in every classroom and room in the school. Separate recycling collection fortnightly. |
| **Supply and Usage of Water**  There are adequate fresh water supply tanks for pupils and staff.  There are signs to remind pupils to turn off taps and minimise wastage in cloakrooms and toilets. |
| **Any other comments** |