



STARFISH MALAWI ENVIRONMENTAL REVIEW

School: Stonington First School

Date of Review: Wednesday 6th March 2013

Carried out by: Year 3 - Chestnut and Willow class

LITTER

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- 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?

0

How many are about half full?

Some

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?

Some

How many are less than a quarter full?

most

- 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

- We don't have bins outside on the field or playground, we bring rubbish in.
- We sometimes use rubbish for different projects.
- We have recycling bins in classroom for paper.
- Our bins are emptied every day so they are not overflowing.
- We have compost bins in the classroom and a compost area outside. Compost is used on our allotment.

HEALTHY LIVING

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- 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?
[if yes is this followed by all staff, parents and carers?]
Yes ☒ No ☐
Yes ☒ No ☐
- 5 Are there green plants growing in pots in any classrooms?
[if Yes, in which classrooms – if all write ALL]
Yes ☐ No ☒
Sometimes when we are doing a science project.
- 6 Do the school toilets have:
- | | |
|---------------------|---|
| Doors with locks | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| Toilet Paper | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| Water to wash hands | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| Paper Towels | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |

Any further comments on healthy living

We just did a science week on teeth and healthy eating in year 3.

We promote healthy lunch boxes

We have fruit break in the morning

Where do you eat lunch?

Do you have hot dinners at school or do you bring food from home?

We have cooking and gardening lessons once a week, do you have these lessons?

Do you have a fruit break?

BIODIVERSITY

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- 1 Does the school have a wildlife or conservation area?

[if Yes, is the area protected by fences or school rules or both?]

[if Yes, are the children involved in looking after them?]

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

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

[if Yes, then list the organisations]

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Any further comments on Biodiversity

- We have a conservation pond area where we go pond dipping.
- Bird feeders and nesting boxes
- Living Willow structure

SCHOOL GROUNDS

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

Green playing field / Short Grass:	<u>60%.</u>	Long Grass:	<u>0</u>
Conservation or Wildlife area:	<u>5%.</u>	Woodland:	<u>10%.</u>
Tarmac / Path / Roads:	<u>18%.</u>	Seating:	<u>2%.</u>
Flower / Vegetable Beds:	<u>5%.</u>	Activity Play:	<u>0</u>
Other:	<u>0</u>		

2 What proportion [percentage] of the school boundaries are:

Hedges & Trees 30% Wire or Railing 70% Open Ground 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 outside?

Yes ☒ No ☐

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

Yes ☐ No ☒

Any further comments on School Grounds

We are applying to become a "Forest School" so we do lots outside:

- swimming in summer
- PE
- Outdoor club after school
- Literacy lessons
- running club
- drama / role play
- gardening
- making fires
- toasting marshmallows
- hot chocolate

What proportion of your time do you spend learning outside?

GLOBAL PERSPECTIVE

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- 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
Making scarecrows for the allotment.	Helping to grow your own vegetables.	Reducing carbon emissions through food miles
All recycle plastic and paper.	Re-using materials to reduce landfill waste.	Conserving the worlds resources.
All use a compost bin for fruit waste.	Saving financially by creating own compost.	Less waste in landfill.

- 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

- 3 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 ☒

- 4 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 are becoming a Rights Respecting School - children are developing their understanding of their rights and the responsibilities that go with them. Children are aware that not all children have the same rights. Year 5 children learn about fair trade through their India project and conflict resolution through World War II.

PUPIL PARTICIPATION

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- 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:

Healthy School Week.
Starfish Malawi.
At the beginning of every academic year all classes in the school do a 2 week eco project, which is celebrated in assembly.

- 2 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:

Walk to the Down.
River studies.
Traffic in village

- 3 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:

Greenhouse made of plastic bottles.

Comments / Notes for Action

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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

We turn off lights, whiteboards and computers when leaving the classroom.

Litter

In the summer children eat their lunch outside-as we have no litter bins outside this can create a litter problem as children sometimes forget to put wrappers back in their lunchboxes.

Waste Minimisation / Recycling

Recycle paper and plastic/tin

Supply and Usage of Water

We have water butts.

Any other comments

Children need to become more aware of how their actions have a global impact. Also, need opportunities to explore how children in other countries address these issues.