



ENVIRONMENTAL REVIEW

School: Ecclesall Primary School

Date of Review: January 2020

Carried out by: Emma Hardy/ Orlaith Firth/ Andrew Moffatt

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 x

If there is, who is it?

Andrew Moffat
Building Supervisor

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

NO x

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

Draught excluding strips

NO x

Solar reflecting film

NO x

Responsible class window monitors

YES x

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

YES x

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

-----All-----

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

YES x

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

1 (main entrance)

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

YES x

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

- 7 Does each classroom have its own heating thermostat?

NO x

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

-----None-----

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

Yes x

- 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?

The grounds are more or less litter free

x

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

YESx

3 Are there litter bins inside the school buildings?

YESx

How many of these are Full / Overflowing?

---None-----

How many are about half full?

-----None---

How many are less than a quarter full?

-----All-----

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

NO x

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

YESx

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?

NO x

7 Are the bins generally

Big Enough?

YESx

Correct Design (holding in litter in windy conditions)?

YES x

Clean

YES x

ANY FURTHER COMMENTS ON LITTER

WASTE / RECYCLING

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

Yes, control of these materials is strict

x

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

Sometimes

x

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

Yes x

If So, note which products are and which aren't
Recycled paper towels

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

Paper: x

Inkjet cartridges: x

Plastic:

Cardboard: x

Vending Machine Cups: N/A

Other: x

Please describe other materials recycled
Batteries and mobile phones

- 5 What proportion of school food waste is composted?

x 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 x

EPTFA Second hand
uniform/Jumble sales

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

YES x

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

YES x

ANY FURTHER COMMENTS ON WASTE / RECYCLING

WATER

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

YESx

2 Is the meter easily visible to pupils?

YES x

3 Are pupils involved in taking and displaying readings?

NO x

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

NO x

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

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

YESx

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

-----All-----

6 Are taps left running?

No

x

7 Are dripping taps and other leaks fixed quickly?

YESx

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: x

ANY FURTHER COMMENTS ON WATER

TRANSPORT

1 Do you monitor how pupils travel to school?

YESx

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

Walk: 156

Bus: 5

Cycle/Scooter: 12

Share taxi: None

Share a car 28

Car single passenger 31

TOTAL: 232 children

Has this data been mapped? School Travel Plan

YESx

2 Does the school have dry and secure cycle storage? Next to main entrance in playground

YESx

If Yes, is there sufficient space for all users?

YESx

3 Does the school offer cycle instruction? Only FS and KS1 children

NO x

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

Yes pathways to walk or scooter.

5 Does the school have any of the following:

Walking Bus Scheme?: YES (just being implemented) x

Cycle Train:

NO x

Park & Ride?:

Being trialled x

Other Similar Scheme: NO x

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

YESx

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?

N/A

8 Does the school have a school travel plan?

YESx

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

YESx

ANY FURTHER COMMENTS ON TRANSPORT

HEALTHY LIVING

1 Does the school provide and promote healthier food at break times and lunchtimes? YESx

2 Does the school include education on healthier eating and basic food safety practice in the taught curriculum? YESx

3 Is there a system for monitoring whether children eat a balanced lunchtime diet over the week? YESx

4 Does the school have drinking water easily available throughout the day? YESx

5 Does the school offer all pupils a minimum of 2 hours physical activity a week within and outside the National Curriculum? YESx

6 Does the school have a no-smoking policy for staff? YESx

If Yes, is this followed by all staff including carers, parents and staff? YES x

7 Can classroom and other windows be opened to improve ventilation? YES x

8 Are there green plants growing in pots in any classrooms? YES x

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

All and other areas such as patio outdoor learning areas.

9 Which of the following are commonly used by teachers?

Chalk: Water Based Markers:x Interactive Whiteboard:x

Solvent Based Markers: A Mixture:

10 Does the school use environmentally friendly cleaning products? YESx

Locks:x Toilet Paper:x Sanitary Disposal Facilities:x staff

Hot Water:x Paper Towels:x Sanitary Product Dispensers:No2

ANY FURTHER COMMENTS ON HEALTHY LIVING

BIODIVERSITY

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

Never

x

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

Yes Lots: x

Yes Some:

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

YESx

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

YESx

4 Does the School have any of the following

Bat Boxes:x

Bird Boxes:x

Log Piles for Invertebrates:x

Bird Feeders:x

Bird Baths:

Woodland Areas:x

Squirrel Feeders:

Pond:x

Butterfly Friendly Plants:x

Species Record:

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

YES x

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

YESx

If Yes, then with Whom?

Ecclesall Saw Mill

Woodland Trust

Wildlife Trust

Forest Schools

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

Conservation or Wildlife Area: 10%

Woodland:

Tarmac / Path / Roads 10 %

Seating Areas:

Flower / Vegetable Beds (School Allotment area): 10%

Activity Play Area: 20%

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

Hedges & Trees: 30%

Wire or Railing 30%

Stone walls 40%

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

Always: x

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

YES x

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

YES x

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?

YESx

If so please give examples

Local Action	Local Effect	Global Effect
Forest Schools link (Wildlife Trust and Woodland Trust)	Forest Schools link (Wildlife Trust and Woodland Trust)	Link to school in Ghana

- 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 x

If so please give examples

Eco-Schools Topic	Location(s) Looked at
	Ghana, Africa

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

YES x

Has the school made use of materials from other organisations to help with this topic?

YES x

- 4 Have the pupils considered other issues, such as

Human Rights and Ethics

NO x

Fair Trade

YESx

Conflict resolution

NO x

ANY FURTHER COMMENTS ON GLOBAL PERSPECTIVE

Next steps to become a Fairtrade school.

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)	YESx <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 x <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 x <input type="checkbox"/>
	Cleaning products	YES x <input type="checkbox"/>
	Office equipment	YES x <input type="checkbox"/>
	Lighting	YES x <input type="checkbox"/>
	Transport	YES x <input type="checkbox"/>
	Furniture	NO x <input type="checkbox"/>
	Electricity	NO <input type="checkbox"/>
	Food and catering	NO <input type="checkbox"/>
	Gardening products	YESx <input type="checkbox"/>
	Indoor lighting	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 x

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

Wildlife Garden

Growing Club

Healthy afternoon: Cookery club

Allotment area

Litter monitors

Walk to school week (Scooters encouraged in cycle park)

Forest Schools

EPTFA Parent Fundraising for new resources for school grounds for developing our school as a Forest School

Ghana school link

Class assemblies

Arts week: Willow sculpture in wildlife garden

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

YES x

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

e.g.

Y1 Trip to Sculpture park

Ecclesall Saw Mill visit

Y1 TASC day making bird feeders for wildlife garden and school grounds

Forest school sessions

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

YESx

If yes then list some examples

Link to School in Ghana

Recycling of paper

Link to Woodcraft group

Link to Forest schools (Isobel Shephard) to work with 15 vulnerable children for 6 sessions in Summer term

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 educate the children in relation to the new building of the primary school for Sept 2018 including sustainability issues and how we can address them.

To meet as the Eco team and delegate more light monitors to check at playtimes and lunchtimes that lights are turned off when not in use.

Litter

To introduce more regular litter monitors in school. For the Eco team to delegate more Y1 and Y2 children to be monitors on a rotation basis.

Waste Minimisation / Recycling

To recycle more plastic in school in future including milk bottles and containers used for model making.

We recycle paper from classrooms on a daily basis: Large recycle bin in main entrance is used daily. Building supervisor then recycles this in large recycled bin outside.

Water

For the Eco team to continue to delegate monitors to ensure taps are turned off in classrooms before playtime and lunchtimes. (Taps in toilet areas are pressed taps so don't run for long). (ONGOING).

Transport

We have signed up to the Modeshift Stars website and have achieved both Bronze and Silver Modeshift stars (July 2019).

To achieve Gold through Mode shift Stars/ Active Travel by Sept 2020. We already have stars achieved in Bronze, Silver and gold sections on the Modeshift Stars website.

Healthy Living

To develop a walking bus that is up and running before the Ecclesall Primary School opens in September 2018. - Include a Park and Stride launch event.

Biodiversity

To encourage more Y3/4/5/6 from Ecclesall CE Junior school to use the wildlife garden as part of their Science curriculum and from Sept 2018 when we become a new 3 form entry primary school.

School Grounds

To communicate with the building company (Balfour Beatty) to ensure the building takes account of sustainability issues and use of the school grounds. All teachers to make time to talk about the building work and how it will impact our school grounds along with looking for children's suggestions of how we could improve our school grounds.

Global Perspectives

To continue to communicate by email receiving powerpoints from Ghana from Mr. Arkyin Quansah (Headteacher) from Birdies of the Hill International School, Ghana.

Pupil Participation

To use the Eco team to delegate other pupils to help with environmental/ school ground issues.

To produce posters to remind children to turn off taps in classrooms, to turn off lights when not needed and to save energy wherever possible.