



PRIMARY

# ENVIRONMENTAL REVIEW



Completed by (name and year group):

Evie C (Y5)  
Evie W (Y5)  
Sophia (Y6)  
Leila (Y6)  
Lena (Y6)

Date: 2<sup>nd</sup> October 2020



# ENVIRONMENTAL REVIEW

**Well done, you have reached Step 2 of your Green Flag application. Your pupils and staff should all be proud of yourselves!**

By now you should know what Eco-Schools is and the ten topics Eco-Schools focus on. You should also have elected an Eco-Committee (that has at least one child from each year group in it) and begun your Eco-Board.

Step 2 is an Environmental Review to identify the good things that your school is already doing for the environment. It will also help you to find things your school could work on to improve. We recommend you use your Environmental Review to decide on three topics (five for a Green Flag renewal) you want to target in Step 3 (your Action Plan), but it is up to your Eco-Committee which topics you choose.

The Environmental Review can be completed by either a class, the Eco-Committee or each topic could be given to a different class to involve the whole school. There are six questions to answer for each topic and a comments box to record any ideas you have or any important information you find during your Environmental Review. At the end of the review you can calculate your school's score out of 60 by giving a point for every yes that has been ticked. When you have worked on your Action Plan, you can answer the same questions again in the Monitoring and Evaluation stage (Step 6) and think about all the amazing things you have done on your Eco-School journey and the impact your actions have had on your school!

The Environmental Review has only three rules:

1. The questions have to be answered by children (they can ask a teacher for help if they need it).
2. You must answer every question.
3. You must inform the whole school about what you have discovered during your Environmental Review.

**Good luck and have fun, you are amazing!**

**Please note:**

The Environmental Review has been designed by teachers, to be completed by children. In no circumstances is it necessary for a school to pay for additional third-party support during any stage of a Green Flag application. If you do require support, please contact the Eco-Schools team and we will be happy to help.

When you have finished your Environmental Review you will need to display a copy on your Eco-Board. You will also be asked to submit a copy as evidence towards your Green Flag award.





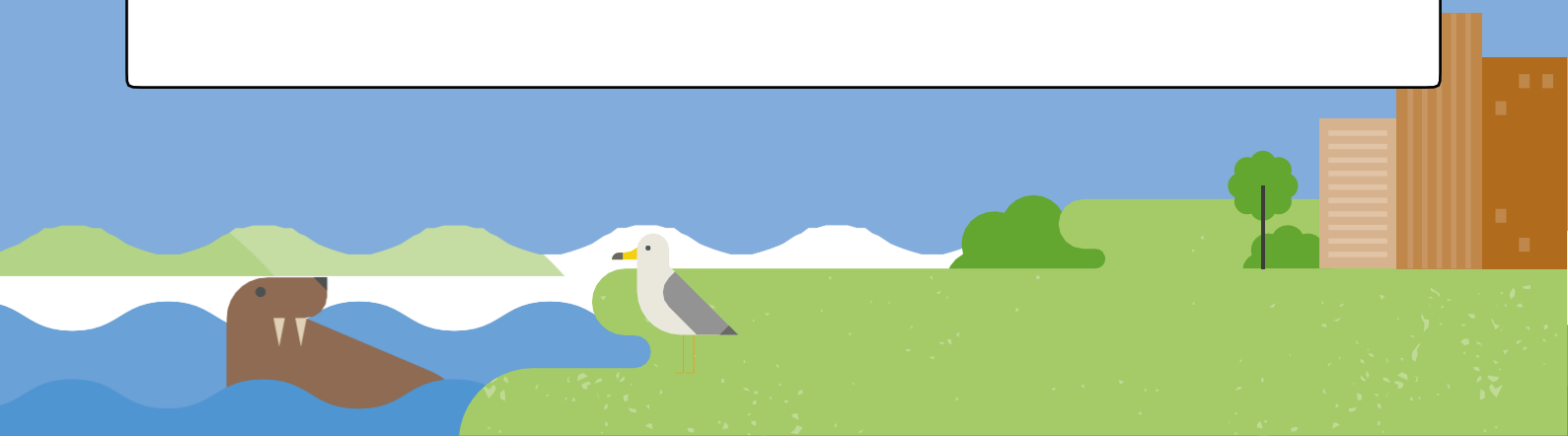


# Biodiversity

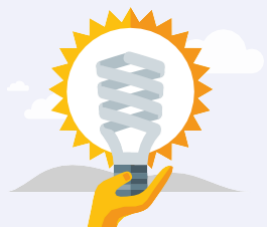
	No	Yes
Does your school have a natural area to work and play in?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does your school have any pet animals or insects?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has your school ever recorded wildlife in the school grounds (e.g. bird or butterfly counts)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does your school encourage insect and animal life in the school grounds (e.g. bug hotels, butterfly garden, bird baths, long grass, hedges, wildlife boxes)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does your school have plants in beds, pots or containers around the school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Are pupils aware of the global threat to biodiversity?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Score	<input type="text" value="4"/>

## Comments:

Our outdoor learning area was only re-established over the summer holidays in 2020. We are now in the process of using this environment to enrich the learning experiences across the curriculum. A timetable is in place and pupils are allocated 2 hours per week in the outdoor classroom. Teachers are now finding ways to enhance the teaching and learning using this resource.







# Energy

	No	Yes
Are lights and computer monitors switched off when not in use?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Are windows closed when heating or air conditioning is on and curtains or blinds closed at night?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Have you ever read your school's energy meter?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Do your school grounds have any renewable energy sources (e.g. wind turbine, solar panel)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does your school take part in energy-saving programmes such as Switch Off Fortnight?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are pupils aware that saving energy can help save the planet?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Score		<input type="text" value="3"/>

## Comments:

Pupils are aware of the importance of reducing energy use and this is highlighted in the curriculum such as science and heartsmart.





# Global Citizenship

	No	Yes
Have any classes learnt about another country this term?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Do any of the classes in your school learn a foreign language?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does your school buy Fairtrade products whenever possible?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Do classes in your school discuss the news regularly?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does your school host fundraising events for local or global charities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does your school celebrate different cultures and religions (e.g. do you try different food types or celebrate different religious/cultural holidays)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Score	<input type="text" value="5"/>

## Comments:

Achieved 'Excellent' in recent SIAMS inspection. Pupils have the opportunity to watch and discuss local and global news weekly. We often say a prayer for our global neighbours. Whole school assemblies are used as an opportunity to raise awareness for different communities across the globe. We also have a link to a school in Kenya who we often write to and respond to letters. We have numerous collections across the year to raise money for and donate items for those less fortunate than us. We are currently in the process of raising funds for the toilet twinning project. Our eco-ministers held a school vote as part of our Courageous Advocacy and our school decided to focus on the Nottingham Children's Hospital as a local charity and 4Ocean as a global charity for which we raise awareness for. We have since completed a range of activities including a fun run for which we raised over £2,000!

This Christmas, as part of advent, each child has been given a fair trade advent calendar and our year 6 pupils deliver an annual fair trade performance at our Harvest Festival. This year they focused on the use and devastating effects of palm oil.





# Healthy Living

	No	Yes
Do pupils take part in daily exercise?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Is drinking water available in each class?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Are healthy options encouraged for school dinners and break-times?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does your class discuss mental health and wellbeing issues?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does your school grow its own fruit and vegetables?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Are pupils aware of the benefits of a healthy lifestyle?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Score	<input type="text" value="6"/>

## Comments:

Children strive to achieve 5 different ways of being active each week and are awarded in Sports Achievement assembly. Pupils work towards running a marathon as part of the daily mile initiative and this is celebrated in sports achievement assembly. We are looking towards installing an all-weather suitable running track for our school grounds. Pupils have the opportunity to be active in class through the use of super movers, go noodle, maths of the day activities and regular mindfulness breaks. We also ensure active playtimes through the use of our enthusiastic sports leaders. Our Pupil Parliament chose that pupil well-being is an area in school that they would like to develop and they developed 4 different ways to improve this and pitched them to the school. Pupils voted for which project they would like to see implemented first. Yoga videos, recorded by the Parliament, to follow in the classroom or from home won! Ppils are now in the process of making and delivering these videos. We encourage healthy snacks and school lunches. We are looking into 'Meat-free Mondays' as an additional way of promoting healthy lifestyles and caring for the environment. Pupils are taught about the importance of healthy lifestyles throughout the curriculum, including in science, PE, in our outdoor classroom and as part of our 'Plot to Pot' outdoor extra-curricular club. Fruit and vegetables are grown on our school grounds and are used by pupils in the classroom and clubs. This year, we aim to ensure each class has a food focused unit of learning as part of DT and we make use of the produce grown in school.



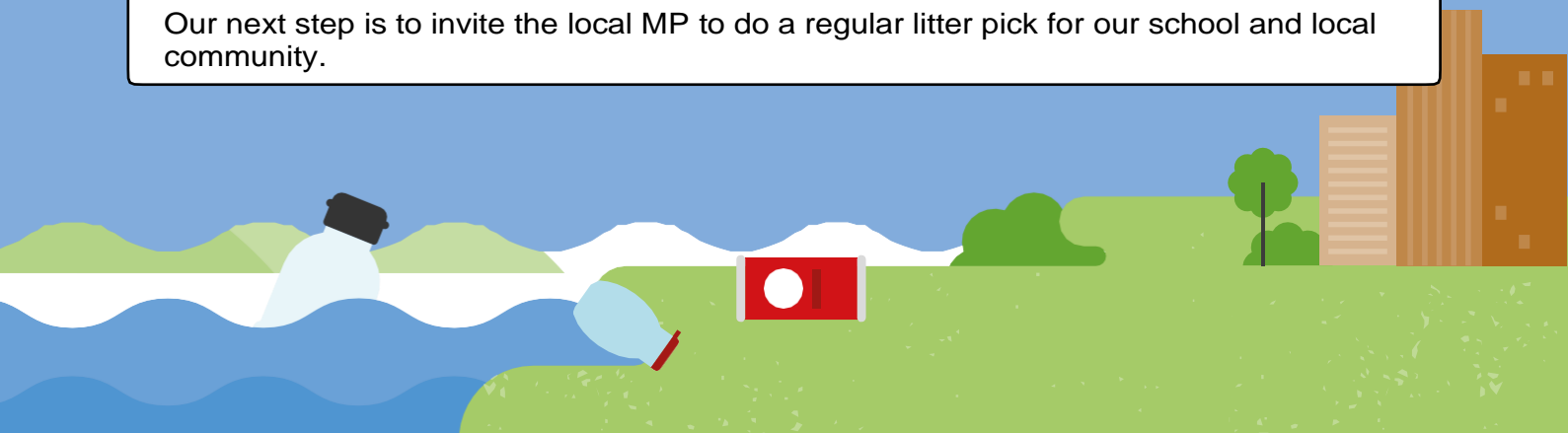
# Litter

	No	Yes
Are the school grounds free from litter?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does everyone know the location of bins inside and outside schools?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Are there enough bins inside and outside the school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Are the bins emptied regularly?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does your school participate in regular litterpicks?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are pupils aware of the impact of litter on the environment?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Score	<input type="text" value="5"/>	

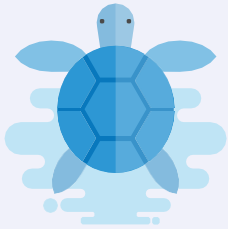
## Comments:

We have playground pals who not only ensure positive play at playtimes but also take care of our school environment and ensure that our playground is litter free. Caring for our environment is a subject that we talk about regularly in lessons and assembly. It is a topic that our eco ministers take very seriously and are regularly coming up with ways to develop how we can be more environmentally friendly. We recently had a school vote, organised by our eco ministers, who led an assembly to discuss the importance of recycling and becoming a plastic free school. The school voted to become a plastic clever school and we signed a charter to ensure that we will try to use single use plastics in our lunch boxes and snacks. We also try to use biodegradable products in school. We use Terra Cycle to recycle crisp packets, Colgate products and batteries. We held a 'plastic free oceans' day where all pupils explored the effects of plastic in the oceans in different ways – we collectively produced a school display to reflect our learning and we collected bottle tops to produce an effective under-water scene using recycled plastics.

Our next step is to invite the local MP to do a regular litter pick for our school and local community.





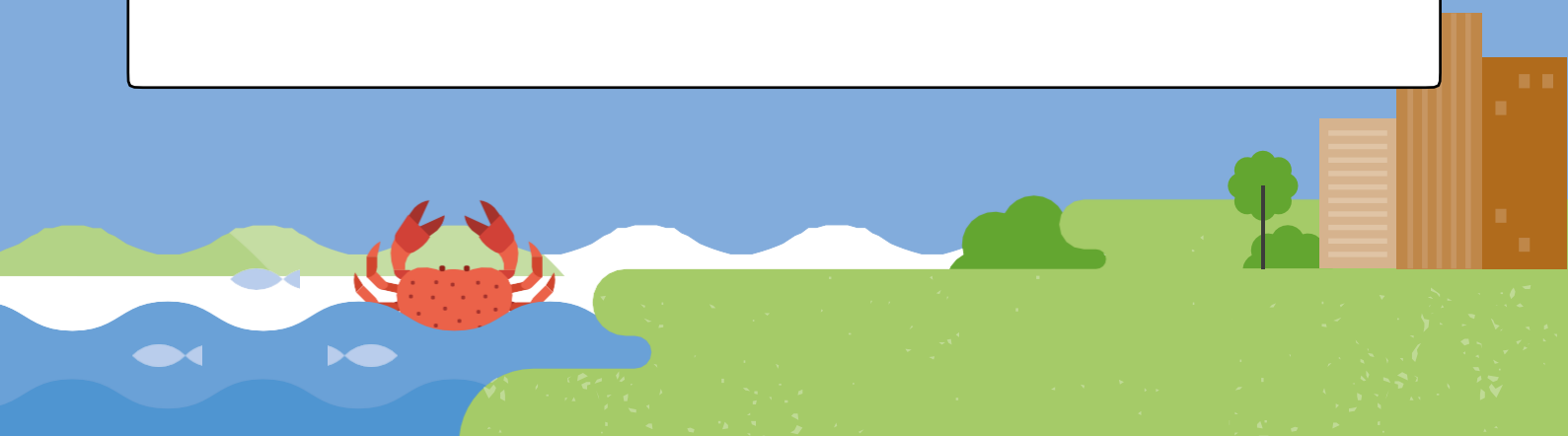


# Marine

	No	Yes
Is the fish used in school meals caught sustainably?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Has your school ever been on a trip to a beach, river, lake or aquarium?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does your school ban single-use plastics (e.g. straws, balloons, plastic bags)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does your school use environmentally-friendly cleaning products?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Has your school participated in a river or beach clean up?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does your school teach about marine life conservation?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Score	<input type="text" value="5"/>

## Comments:

As part of our Courageous Advocacy initiative, our pupils collectively voted that raising awareness for plastic free oceans was something we cared deeply about. We held a 'plastic free oceans' day where all pupils explored the effects of plastic in the oceans in different ways. We wrote newspaper reports, short stories, information texts and poetry to highlight the importance and impact. We collectively produced a school display to reflect our learning and we collected bottle tops to produce an effective under-water scene using recycled plastics.





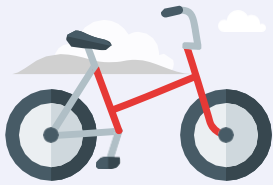


# School Grounds

	No	Yes
Do you have lessons outside regularly?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Do you play outside everyday (even when it's cold or slightly raining)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Do you grow and look after plants in school?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Is the equipment in your playground working and well- looked after?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does your school have an outdoor learning space?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Do you have the opportunity to suggest improvements to your school grounds?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Score	<input type="text" value="6"/>

## Comments:

Over the summer term, our outdoor learning environment has been totally transformed with help from our staff and local community in Aslockton. This is now a fantastic outdoor classroom for the pupils to explore and enjoy learning in the outdoors. Each class has a timetabled slot of 2 hours per week in the classroom. We are currently awaiting a member of staff to become Forest school trained and then we can call our school a Forest school. We are working hard to implement a high quality outdoor curriculum that feeds into all areas of our learning curriculum. Our playground is used in rain or shine and children can enjoy playing sports using our goals and nets, they have access to a huge grassed field with a Trim Trail and adventure climbing frame. They also have access to our outdoor environment for positive wellbeing purposes or for up keeping the grounds. We have fruit and vegetables growing in our outdoor learning area and in various planters around the playground. We are in the process of making this a 'free for all' project where anyone can come and help themselves to the fresh produce grown on the school grounds. We have a wealth of gardening resources to maintain the garden and children are taught how to handle and use the equipment safely. It is well-looked after in our gardening shed that is supervised by our pupil gardening leader.



# Transport

	No	Yes
Does your school have a dry, safe place to store bicycles and scooters?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does your school offer training on using bikes and scooters safely?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does your school have a school travel plan?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does your school encourage sustainable travel?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Are the roads safe outside your school (do they have zebra crossings, lollipop people, traffic lights, yellow zigzags)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are children aware of the global impact of air pollution?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Score		<input type="text" value="5"/>

## Comments:

All pupils in Key Stage 2 receive Bikeability training. Pupils in Foundation receive balance bike training. We regularly promote environmentally friendly travel in assemblies and online. Pupils are celebrated in assembly through Strive for 5 Awards and Christian Value awards. Our next step is to work with the Pupil Parliament to have children in high visibility jackets supporting safety with a teacher for school drop offs and pick-ups.





# Waste

	No	Yes
Does each classroom have a recycling bin?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does food waste go in a compost bin?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Do teachers try not to use printed sheets?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does your school use recycled school books and equipment?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does your school have hand dryers or towels instead of paper towels?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Do students know why it is important to refuse, reduce, reuse, repair and recycle?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Score	<input type="text" value="3"/>

### Comments:

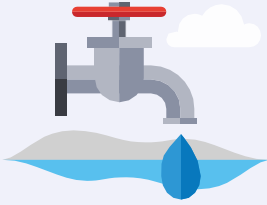
Our eco-ministers take lead on organising assemblies to promote and increase awareness for recycling and reducing waste in school. They promote the use of Terra Cycle recycling schemes for crisp packets, Colgate products and batteries.

The importance of recycling is also highlighted within the curriculum in many subject areas such as science, geography and heartsmart.

We have recently purchased bins to begin separating our recyclable materials in class. We have in the process of creating a compost bin to support our outdoor learning and produce area.

During COVID 19 we have opted to use paper towels to keep the children and staff safe.





# Water

No Yes

Are your taps self-stopping and do your toilets have water saving devices?

Are school plants watered using waste water?

Do you learn how to save water?

Do you have a reusable water bottle?

Do you have access to the school water meter?

Do you learn about issues surrounding the availability of clean water in other countries?

Score

## Comments:

Pupils are encouraged to bring reusable water bottles to school. We have 2 water filling stations in school as well as taps with drinking water. Our taps are self-stopping and posters are visible in school to remind pupils of the importance of saving water.

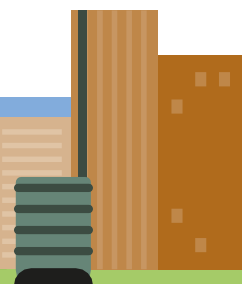
Our eco-ministers regularly lead Christian Aid assemblies which often focus on the issues surrounding the availability of clean water in other countries.

The importance of protecting the natural resource is also highlighted within the curriculum in many subject areas such as science, geography and heartsmart.

We are working towards raising funds for the Toilet Twinning project to install toilets in countries in need. Assemblies, from our local Seven Trent, teach the children how to save water. Water butts in our outdoor learning area are used as recycled water.

Total score (out of 60)

51







### **Things we are doing well:**

Our eco minsters are committed to developing our school as an environmentally friendly place that promotes healthy choices, taking care of ourselves, our school and our world. Our recently transformed outdoor learning environment is now ready to becoming a thriving outdoor classroom.

### **Things we could be doing better:**

- Continue our efforts of recycling and become a 'plastic clever' school
- Implement a compost system using food waste
- Apply for the plant a tree project
- Gain accreditation for Global Neighbours to recognise our dedication as Global Citizens
- Implement 'meat free' Mondays.

### **Topics we want to work on during our Action Plan:**

**Global citizenship, healthy living, marine, school grounds, transport and waste**

**Congratulations, you have completed your Environmental Review! The next step is your Action Plan. Don't forget to let your whole school know what you have found out.**

