
Environmental Review

Carre's Grammar School -
Eco-Schools

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ENERGY

Is there someone in your school who has special responsibility for monitoring the consumption of energy (electricity, heating etc.) in the school? If there is, who is it?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No _____
Are the energy meters (e.g. electricity meters) easily visible to pupils? Are pupils involved in taking and displaying readings?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has your school taken any of the following low-cost steps to reduce heat loss through windows? Draught excluding strips Solar reflecting film Responsible class window monitors	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Do the school windows have double glazing, triple glazing or energy-saving glass?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Main tower block is mainly single glazed. Only most recent buildings being double glazed.
Are any external (outside) doors self-closing? If Yes, then how many doors are self-closing? (If all, write all)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Most
Are any internal (inside) doors self-closing? If Yes, then how many doors are self-closing? (If all, write all)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Those in the recent buildings
Are low-energy light bulbs and fluorescent tubes used in school? If Yes, then in how many rooms? (If all, write all)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No _____ Most rooms
Does each classroom have its own heating thermostat? If No, then how many rooms have a thermostat? (If none, write none)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Only those with proper radiators – the rest have fan heaters but these only have in built thermostats which are of no use to the teacher. Some of the heaters have been updated in recent years.
Are lights and electrical items turned off when not in use?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Sometimes
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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

LITTER

<p>How serious is the problem of rubbish/litter in the school grounds?</p> <p style="padding-left: 40px;">Very serious, the place is a mess most of the time</p> <p style="padding-left: 40px;">Not too bad, but could be improved</p> <p style="padding-left: 40px;">The grounds are more or less litter free</p>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<p>Does your school have a clear anti-litter policy?</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <p style="text-align: center; font-size: small;">Litter policy built into other policies for example the Behaviour for Learning</p>
<p>Are there litter bins inside the school buildings?</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Are there any areas inside the school buildings that are littered where there are no bins?</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <p style="text-align: center;">Front of the school</p>
<p>Are there enough litter bins in the school's grounds?</p> <p>How many of these are:</p> <p style="padding-left: 80px;">Full – overflowing</p> <p style="padding-left: 80px;">About half full</p> <p style="padding-left: 80px;">Less than a quarter full</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p>
<p>Are there any areas in the school grounds that are littered where there are no bins?</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Are litter bins generally:</p> <p style="padding-left: 40px;">Big enough</p> <p style="padding-left: 40px;">Correct design (holding in litter when windy)</p> <p style="padding-left: 40px;">Clean</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Any further comments on litter bins / location of litter:</p> <ul style="list-style-type: none"> ▪ Indoor bins small and within classrooms. Rooms do have a green recycling bin. 	

WASTE MINIMISATION / RECYCLING

<p>Does the school carefully control the use of resources such as paper, pencils, ink cartridges, pens, envelopes etc?</p> <p style="padding-left: 40px;">No, there seems to be little control</p> <p style="padding-left: 40px;">Yes, but control is not very tight</p> <p style="padding-left: 40px;">Yes, control of these materials is very strict</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
<p>Does the school buy stationery products (paper, pencils, pens etc.) made from recycled content?</p>	<input type="checkbox"/> Yes (where possible) <input checked="" type="checkbox"/> Sometimes <input type="checkbox"/> No
<p>Are hand towels and other disposable paper products purchased with recycled content?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> Some <input checked="" type="checkbox"/> No

If some, note which products are and which aren't		
Does the school recycle any of the following items of school waste?		
<input checked="" type="checkbox"/> paper	<input checked="" type="checkbox"/> cardboard	<input checked="" type="checkbox"/> plastic
<input checked="" type="checkbox"/> inkjet cartridges	<input type="checkbox"/> vending machine cups	<input type="checkbox"/> other
Please describe other materials recycled: Glass, Wood		
What proportion of school food waste is composted?	No exact proportion calculated, however, all kitchen food waste composted along with staff tea bags with plans for compost bin for student use in the canteen.	
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?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
	Printer cartridges	
Does the school encourage reuse of materials, e.g. water bottles?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does the school have any policies to reduce waste?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

WATER

Is there a water meter to record water use in school?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is the meter easily visible to pupils?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Are pupils involved in taking and displaying readings?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Are the toilets designed to reduce water loss e.g. low-volume flush, flush on demand urinals etc.?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If YES, then how many of the toilets are fitted with such devices? (list, or state All)	All	
Are hand-basin taps of the push-on or self-stopping type?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If YES, then how many? (list, or state All)	Most	
Are taps left running?	<input type="checkbox"/> Always	<input type="checkbox"/> Sometimes
	<input checked="" type="checkbox"/> Never	
Are dripping taps and other leaks fixed quickly?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If NO, then approximately how long do repairs take?(circle)	<input type="checkbox"/> 2 – 3 days	<input type="checkbox"/> 4 – 7 days
	<input type="checkbox"/> more than 7 days	
How often does the school run water-saving campaigns?	<input type="checkbox"/> Regularly	<input type="checkbox"/> Occasionally
	<input checked="" type="checkbox"/> Never	

TRANSPORT

Do you monitor how pupils travel to school?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, how many pupils use the following transport to or from school – note total count of pupils _____		
<input type="checkbox"/> walk	<input type="checkbox"/> bus	<input type="checkbox"/> Cycle
<input type="checkbox"/> share a taxi	<input type="checkbox"/> share a car	<input type="checkbox"/> travel as a single passenger in car
Has this data been mapped?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does the school have dry and secure cycle storage?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Is there sufficient space for all users?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the school offer cycle instruction?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If Yes, does it include on-road training?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, does it meet the national standard	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the school have a network of 'safe routes' to walk or cycle?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does the school have any of the following:		
Walking bus scheme	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Cycle train	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Park and stride	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Other similar scheme	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does the school organise regular 'walk to school' or 'cycle to school' events?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Do any of the school transport vehicles (buses, taxis etc.) run on alternative fuels such as electricity, land-fill gas or vegetable-derived oils?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does the school have a school travel plan?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the school have a pedestrian and cycle entrance that is separate from vehicle access?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

HEALTHY LIVING

Does the school provide and promote healthier food at break times and lunchtimes?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the school include education on healthier eating and basic food safety practice in the taught curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Is there a system for monitoring whether children eat a balanced lunchtime diet over the week?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does the school have drinking water easily available throughout the day?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Is there a whole school approach to the promotion of physical activity?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the school offer all pupils a minimum of 2 hours physical activity a week within and outside the National Curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the school have a no-smoking policy for staff?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, is this followed by all staff including carers, parents and staff?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Can classroom and other windows be opened to improve ventilation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Are there green plants growing in pots in any classrooms?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If Yes, in which classrooms?	Several for example room 21.
Which of the following are commonly used by teachers? <input type="checkbox"/> chalk <input checked="" type="checkbox"/> water based markers <input checked="" type="checkbox"/> interactive whiteboard <input type="checkbox"/> solvent based markers <input checked="" type="checkbox"/> a mixture	
Does the school use environmentally friendly cleaning products?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do the school toilets have: <input checked="" type="checkbox"/> Locks <input checked="" type="checkbox"/> Toilet paper <input type="checkbox"/> Sanitary disposal facilities <input checked="" type="checkbox"/> Hot water <input type="checkbox"/> Paper towels <input type="checkbox"/> Sanitary product dispensers	

BIODIVERSITY

Do the school grounds staff use chemical pesticides and herbicides?	<input type="checkbox"/> Often <input type="checkbox"/> Occasionally <input checked="" type="checkbox"/> Never
Does the school have any plants in containers, pots or beds in the school grounds?	<input type="checkbox"/> Yes, lots <input checked="" type="checkbox"/> Yes, some <input type="checkbox"/> No
Does the school have a wildlife, or conservation area? If Yes, is the area protected by fences or school rules, or both?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No
Does the school maintain any of the following? <input type="checkbox"/> Bat boxes <input type="checkbox"/> Bird boxes <input type="checkbox"/> Bird feeders <input type="checkbox"/> Bird baths <input type="checkbox"/> Woodland area <input type="checkbox"/> Pond <input type="checkbox"/> Squirrel feeders <input type="checkbox"/> Butterfly-friendly plants <input type="checkbox"/> Log piles for invertebrates <input type="checkbox"/> Species records	
If any of the above are ticked Yes, are pupils involved in looking after them?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the school have links with any local or national environmental organisations? If Yes, then with whom? (list)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

SCHOOL GROUNDS

What proportion (percentage) of the school's grounds are? Not a lot of grass area. Large proportion covered by all weather pitch.	
Does the school recycle garden or fruit/vegetable waste in a composter or wormery?	<input checked="" type="checkbox"/> Always <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely <input type="checkbox"/> Never
Do you ever hold lessons or part of lessons outside?	<input checked="" type="checkbox"/> Yes (but rarely) <input type="checkbox"/> No

Have pupils looked into the heritage of the school grounds?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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GLOBAL PERSPECTIVES

<p>Do pupils consider how actions taken within the school affect people and the environment locally and globally?</p> <p>If so, please give examples:</p> <table border="1"> <thead> <tr> <th>Local Action</th> <th>Local Effect</th> <th>Global Effect</th> </tr> </thead> <tbody> <tr> <td>Travelling to school by car</td> <td>Congestion and pollution</td> <td>Global Warming</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Local Action	Local Effect	Global Effect	Travelling to school by car	Congestion and pollution	Global Warming							<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Local Action	Local Effect	Global Effect											
Travelling to school by car	Congestion and pollution	Global Warming											
<p>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?</p> <p>If so, please give examples:</p> <table border="1"> <thead> <tr> <th>Eco-Schools topic</th> <th>Location(s) looked at</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Eco-Schools topic	Location(s) looked at							<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				
Eco-Schools topic	Location(s) looked at												
<p>Are the opportunities for considering global environmental issues maximised through the curriculum?</p> <p>Has the school made use of materials from other organisations to help with this topic?</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No												
<p>Have the pupils considered other issues, such as</p> <p>Human rights and ethics?</p> <p>Fair Trade?</p> <p>Conflict Resolution?</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No												

PUPIL PARTICIPATION

<p>Do any of the issues considered in this environmental review feature in school assemblies?</p> <p>If Yes, then list those in the last term, detailing the topic covered.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Transport Water
<p>Are special environment-related lessons or visits undertaken by classes or groups e.g. paper making, visits to environmental venues etc?</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

If Yes, then list those in the last term, detailing the topic covered.	
Are pupils involved with local waste/recycling/conservation etc. projects outside school time or via links with schools abroad etc?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If Yes, then list some examples:	

COMMENTS / NOTES FOR ACTION

<p>Energy Double Glazing could be carried out. Installation of wind turbine or other energy generation device.</p>
<p>Litter Whilst holding litter in windy conditions many do fall over. Set up a clear anti-litter policy.</p>
<p>Waste Minimisation / Recycling Could start a campaign to encourage reuse of materials.</p>
<p>Water</p>
<p>Transport Campaign –walk to school.</p>
<p>Healthy Living Encourage use of eco-friendly cleaning products. We have Healthy Schools Status Fruit/Vegetable prices in canteen are costly.</p>
<p>Biodiversity Bird feeders exist but are broken.</p>
<p>School Grounds</p>
<p>Global Perspectives School has held a fair-trade day. Human Rights is studied in Ethics and Philosophy.</p>
<p>Pupil Participation</p>