





FORMAL ENVIRONMENTAL REVIEW

School: CITAD VALE PRIMARY SCHOOL

Date of Review: 19/3/10

Carried out by: Eco-Committee

Review Team

Ben Williams
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ENERGY

<p>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?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <hr style="width: 80%; margin-left: 0;"/>
<p>Are the energy meters (e.g. electricity meters) easily visible to pupils? Are pupils involved in taking and displaying readings?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>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</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Do the school windows have double glazing, triple glazing or energy-saving glass? If Yes, then in how many rooms? (If all, write all)</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p style="text-align: center;"><u>except in Staff Rm.</u></p>
<p>Are any external (outside) doors self-closing? If Yes, then how many doors are self-closing? (If all, write all)</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr style="width: 80%; margin-left: 0;"/>
<p>Are any internal (inside) doors self-closing? If Yes, then how many doors are self-closing? (If all, write all)</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr style="width: 80%; margin-left: 0;"/>
<p>Are low-energy light bulbs and fluorescent tubes used in school? If Yes, then in how many rooms? (If all, write all)</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr style="width: 80%; margin-left: 0;"/>
<p>Does each classroom have its own heating thermostat? If No, then how many rooms have a thermostat? (If none, write none)</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p style="text-align: center;"><u>1- class 4</u></p>
<p>Are lights and electrical items turned off when not in use?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Sometimes</p>
<p>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</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>Any further comments on energy:</p>	

LITTER

<p>How serious is the problem of rubbish/litter in the school grounds?</p> <p style="padding-left: 20px;">Very serious, the place is a mess most of the time</p> <p style="padding-left: 20px;">Not too bad, but could be improved</p> <p style="padding-left: 20px;">The grounds are more or less litter free</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
<p>Does your school have a clear anti-litter policy?</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Are there litter bins inside the school buildings?</p> <p>How many of these are:</p> <p style="padding-left: 40px;">Full – overflowing</p> <p style="padding-left: 40px;">About half full</p> <p style="padding-left: 40px;">Less than a quarter full</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <hr style="width: 100%;"/> <div style="text-align: center;">✓</div> <hr style="width: 100%;"/> <hr style="width: 100%;"/>
<p>Are there any areas inside the school buildings that are littered where there are no bins?</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>Are there enough litter bins in the school's grounds?</p> <p>How many of these are:</p> <p style="padding-left: 40px;">Full – overflowing</p> <p style="padding-left: 40px;">About half full</p> <p style="padding-left: 40px;">Less than a quarter full</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <div style="text-align: center;">2</div> <hr style="width: 100%;"/> <div style="text-align: center;">3</div> <hr style="width: 100%;"/> <div style="text-align: center;">4</div> <hr style="width: 100%;"/>
<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 <i>only 1 bin on field</i>
<p>Are litter bins generally:</p> <p style="padding-left: 20px;">Big enough</p> <p style="padding-left: 20px;">Correct design (holding in litter when windy)</p> <p style="padding-left: 20px;">Clean</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Yes </div> <div style="width: 45%;"> <input type="checkbox"/> No <input type="checkbox"/> No <input checked="" type="checkbox"/> No </div> </div> <p style="font-size: small; margin-top: 5px;"><i>but some need replacing due to squirrels.</i></p>
<p>Any further comments on litter bins / location of litter:</p> <p><i>Squirrel repellent?</i></p>	

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="margin-left: 20px;">No, there seems to be little control</p> <p style="margin-left: 20px;">Yes, but control is not very tight</p> <p style="margin-left: 20px;">Yes, control of these materials is very strict</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>
<p>Does the school buy stationery products (paper, pencils, pens etc.) made from recycled content?</p>	<p><input type="checkbox"/> Yes (where possible)</p> <p><input type="checkbox"/> Sometimes</p> <p><input checked="" type="checkbox"/> No</p>
<p>Are hand towels and other disposable paper products purchased with recycled content?</p> <p>If some, note which products are and which aren't</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> Some</p> <p><input type="checkbox"/> No</p>
<p>Does the school recycle any of the following items of school waste?</p> <p><input checked="" type="checkbox"/> paper <input checked="" type="checkbox"/> cardboard <input checked="" type="checkbox"/> plastic</p> <p><input checked="" type="checkbox"/> inkjet cartridges <i>n/a</i> <input type="checkbox"/> vending machine cups <input checked="" type="checkbox"/> other</p> <p>Please describe other materials recycled <u> batteries </u></p>	
<p>What proportion of school food waste is composted?</p>	<p><input checked="" type="checkbox"/> None</p> <p><input type="checkbox"/> 1% – 25%</p> <p><input type="checkbox"/> 26% – 50%</p> <p><input type="checkbox"/> 51% – 75%</p> <p><input type="checkbox"/> 75% - 100%</p>
<p>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?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="margin-left: 20px;"><i>Bagzschool</i></p>
<p>Does the school encourage reuse of materials, e.g. water bottles?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Does the school have any policies to reduce waste?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Any further comments on waste minimisation / recycling:</p> <p style="font-size: 1.2em; color: blue;"><i>composting / plastic recycling.</i></p>	

WATER

Is there a water meter to record water use in school?	<input checked="" 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)	<u>all</u>
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)	<u>all</u>
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 checked="" 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
Any further comments on water:	

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 type="checkbox"/> No
Does the school have dry and secure cycle storage? If Yes, is there sufficient space for all users?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No
Does the school offer cycle instruction? If Yes, does it include on-road training? If Yes, does it meet the national standard	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <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 Cycle train Park and stride Other similar scheme	<input type="checkbox"/> 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"/> Yes <input checked="" type="checkbox"/> No
Does the school organise regular 'walk to school' or 'cycle to school' events?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
n/a 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 type="checkbox"/> No n/a
* 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 only for pedestrian
Any further comments on transport: Cycle racks	

BIODIVERSITY

★ Do the school grounds staff use chemical pesticides and herbicides?	<input type="checkbox"/> Often <input checked="" type="checkbox"/> Occasionally <input type="checkbox"/> Never
Does the school have any plants in containers, pots or beds in the school grounds?	<input type="checkbox"/> Yes, lots <input type="checkbox"/> Yes, some <input type="checkbox"/> No
Does the school have a wildlife, or conservation area?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If Yes, is the area protected by fences or school rules, or both?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the school maintain any of the following?	
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <input type="checkbox"/> Bat boxes <input type="checkbox"/> Bird baths The bins! <input checked="" type="checkbox"/> Squirrel feeders <input type="checkbox"/> Species records </div> <div style="width: 30%;"> <input type="checkbox"/> Bird boxes <input checked="" type="checkbox"/> Woodland area <input checked="" type="checkbox"/> Butterfly-friendly plants </div> <div style="width: 30%;"> <input checked="" type="checkbox"/> Bird feeders ? <i>check</i> ? <input type="checkbox"/> Pond <input checked="" type="checkbox"/> Log piles for invertebrates </div> </div>	
If any of the above are ticked Yes, are pupils involved in looking after them ?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
★ Does the school have links with any local or national environmental organisations?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If Yes, then with whom? (list)	
Any further comments on biodiversity: <i>Woodland next door</i>	

SCHOOL GROUNDS

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

Grass playing field, short grass	<u>30%</u>	Long grass	<u>0%</u>
Woodland	<u>10%</u>	Tarmac/paths/roads	<u>10%</u>
Conservation or wildlife area	<u>2%</u>	Flower/vegetable beds	<u>2%</u>
Water or wetland area	<u>0%</u>	Seating area	<u>2%</u>
Activity play area	<u>10%</u>	Other	_____
<u>School</u>	<u>34%</u>	_____	_____
_____	_____	_____	_____

What proportion (percentage) of the school boundaries are.....?

Hedges and trees 90% *but include railings* Wire or railing 10% Open 0%

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

- Always
 Occasionally
 Rarely
 Never

Do you ever hold lessons or part of lessons outside?

- Yes No

Have pupils looked into the heritage of the school grounds?

- Yes No

Any further comments on school grounds:

GLOBAL PERSPECTIVES

Do pupils consider how actions taken within the school affect people and the environment locally and globally?

Yes No

If so, please give examples:

Local Action	Local Effect	Global Effect

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
School Garden	Shandigram

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

Yes No

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

Yes No

Have the pupils considered other issues, such as
 Human rights and ethics?
 Fair Trade?
 Conflict Resolution?

Yes No
 Yes No
 Yes No

Any further comments on global issues:

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> <p><i>Litter and Recycling and eco-competitions</i></p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Are special environment-related lessons or visits undertaken by classes or groups e.g. paper making, visits to environmental venues etc?</p> <p>If Yes, then list those in the last term, detailing the topic covered.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Are pupils involved with local waste/recycling/conservation etc. projects outside school time or via links with schools abroad etc ?</p> <p>If Yes, then list some examples:</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>

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

Reading electricity meters and reducing consumption

Litter

More action on reducing litter

Waste Minimisation / Recycling

Reduce amount of paper wasted and recycle plastic

Water

Run water saving campaign

Transport

Committee could look into some safe, dry storage for bikes.

Healthy Living

Look into schools using environmentally friendly cleaning products
Provide a wider range of exercise opportunities to appeal to more children

Biodiversity

School to link up with environmental organisations eg woodland Trust, RSPB.

School Grounds

Fun outdoor learning events
Ask governors to tidy up outdoor classroom
Compost green waste.

Global Perspectives

More lessons on how other countries are affected by environmental issues

Pupil Participation

Organise a visit to environmental venue eg Ryton Organic Gardens, Coventry.

