



Eco-Schools



Environmental Review



Use our Environmental Review template to evaluate your school's performance against the Eco-Schools nine topics and use the results to develop an Action Plan.

Eco-Schools are welcome to adapt this review or develop their own. Whichever environmental review you use it needs to be completed with pupil leadership and input. Simple Primary School and Early Years environmental reviews are available which have been designed for pupils to fill in more independently.

This review has been designed so that pupils can see if they have progressed when they repeat it each year.

Please tick the areas that you agree with and leave the other areas blank. At the end of each section there is space to capture comments and ideas that arise whilst completing the review.

Name of school	Stroud High School
Date carried out	February 2017
Contact	Lauren Davies
Name and year groups of pupils	Year 8: Sneha Vijayakumar, Isabelle Drew, Lauren Ingram, Malaika Ind, Phoebe Hopkins, Rose Middleton Year 9: Tali Moller (Joint Lead), Clara Smith Year 10: Laura Clapham, Anne Farnham Year 11: (study leave) Katie Breeds Year 12: Lauren Davies (Joint Lead), Lydia Roe.

Energy



- 1 Are the energy meters (e.g. electricity meters) easily visible to pupils?
- 2 Are pupils involved in taking and displaying energy meter readings?
- 3 Is there someone in your school who has special responsibility for monitoring the consumption of energy (electricity, heating etc) in the school?

Name: Nicki Searle Job Role: Receptionist

- 4 How do they generate their energy (tick all that apply)? We do not generate our own electricity, and as our supplier is constantly changing based on cost effectiveness, we are unable to judge where the supplier generates their energy from.
 Coal Burning Power Station Gas Burning Power Station Nuclear Power Station Renewable Other
- 5 Has your schools selected a 'green tariff' if one is available? No, we base our energy supplier on cost effectiveness.
- 6 Has your school taken any steps to reduce energy usage?

- | | | |
|--|--|---|
| Water temperature set to a lower 'warm' setting (~50°C) <input type="checkbox"/> | Draft excluders used <input type="checkbox"/> | Low energy appliances <input checked="" type="checkbox"/> |
| Use a programmable thermostat <input checked="" type="checkbox"/> | Low energy lightbulbs and florescent tubes <input checked="" type="checkbox"/> | Radiator reflector panels <input type="checkbox"/> |
| Boiler optimization <input checked="" type="checkbox"/> | Double or triple glazed windows <input checked="" type="checkbox"/> | Pipe work insulation <input checked="" type="checkbox"/> |

- 7 What energy sources do you use in school?
 Mains Electric Gas Oil Wood Pellets
 Wind turbine Solar Panels Ground Source Heat Pump Other

Any further comments on Energy:

Energy supplier and usage is based on cost effectiveness because of school cuts, including the recently proposed funding formula.
 We have all self-closing doors (with the exception of some fire doors)
 50% of our light is censored and is thus extremely energy efficient.



Litter

1 What percentage of pupils have taken part in a litter pick this term (in or outside of school)?

Number of pupils involved	0	Total number of pupils in school	~850	Percentage	0
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2 Look around the school grounds and select a litter grade

Grade A – Litter free (pass)



Grade B – Mainly litter free except for some small items (pass)



Grade C – Widespread litter with minor accumulations



Grade D – Heavy litter with significant accumulations



3 What activities has the school done to reduce litter?

Litter picks

New Bins

Increased number of windproof bins

Increased number of times bins are emptied

Posters

Pupil Led Campaign

Assemblies

Letters to Parents

Other

4 Are there enough litter bins inside the school buildings?

Number of full or overflowing bins	13	Total number of bins in school	84	Percentage	15%
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Number of half full bins	48	Total number of bins in school	84	Percentage	57%
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Number of quarter full or less bins	23	Total number of bins in school	84	Percentage	27%
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5 Are there any areas inside the school buildings that are littered where there are no bins?

1. Most areas 2. Many areas 3. Some areas 4. A few areas 5. No areas

6 Are there enough litter bins in the school grounds?

Number of full or overflowing bins	2	Total number of bins in school grounds	19	Percentage	11%
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Number of half full bins	12	Total number of bins in school grounds	19	Percentage	63%
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Number of quarter full or less bins	5	Total number of bins in school grounds	19	Percentage	26%
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7 Are there any areas in the school grounds that are littered where there are no bins?

1. Most areas 2. Many areas 3. Some areas 4. A few areas 5. No areas

8 Are the bins generally

Big Enough Correct design (Holds litter in windy conditions) Clean

9 Does your school have a clear anti-litter policy? Yes, and this will be going in school planners from Sept 2017

Any Further Comments on Litter:

“•Overall we all thought that there wasn't as much litter as we thought there'd be
•There are rubbish bins in every classroom as well as paper recycling bins”



Waste

- 1 Have pupils completed a waste audit this year?
- 2 Does your school carefully control the use of resources such as paper, pencils, ink cartridges, envelopes etc? (Funding formula is an issue here)
1. No control 2. Little control 3. Some control 4. Reasonable control 5. Strict control
- 3 Does your school encourage reusable items? (and discourages disposable items)
- Water Bottles Lunch Boxes Lunch Plates Other Aspens packaging.
- 4 Does your school run any reuse schemes?
- Swap Shops Book Swaps Secondhand Uniform Sales Other
- 5 Does your school buy any products made from recycled materials?
- Paper and Pencils Exercise Books Other
Uniforms Office Paper Garden benches and bins.
- 6 Does the school recycle any of the following items of school waste?
- Paper Cardboard Plastic Bottles
Inkjet Cartridges Vending Machine Cups Cans
Textiles Shoes Batteries
Electricals Stamps Other
- 7 What proportion of school food waste is composted?
1. 0-20% 2. 21-40% 3. 41-60% 4. 61-80% 5. 81-100%
- 8 What proportion of garden waste is composted? We use a process of mulching, but no other garden waste is produced.
1. 0-20% 2. 21-40% 3. 41-60% 4. 61-80% 5. 81-100%

Any further comments on Waste:

Water



- 1 Is the water meter easily visible to pupils? No, it is underground!
- 2 Are pupils involved in taking and displaying water meter readings?
- 3 What does the school do to increase awareness about water conservation?
Assemblies Takes part in campaigns Posters Other
- 4 What water saving devices do you have?
Low volume flush Flush on demand urinals Tap Inserts
Push taps Water Saving Hippos Other
- 5 Are taps left running?
1. Often 2. Sometimes 3. Occasionally 5. Never
- 6 How quickly are dripping taps or leaks repaired?
1. 1 day 2. 2-3 days 3. 4-7 days 4. More than 7 days
- 7 Does the School use any water from non-mains supply? No.
Water Butts Brown Water Harvesting Systems Other

Any further comments on Water:



Global Citizenship

1 Do pupils have the opportunity to learn another language?

If yes, which languages can pupils learn? Please list:

French, Spanish, German, Arabic, Chinese, Italian

2 Which other countries have pupils learnt about this year? Please list:

Angola, Brazil, South and North America, Tibet, Thailand, Vietnam, Japan, Cambodia – countless!

3 Which global citizenship topics/projects does your school participate in?

Fairtrade Human Rights Conflict Resolution

International Pen Friends International School Partnership Other

4 How does your school “Act Local, Think Global”?

Buy Fairtrade Buy local Fundraise for international charities Other

5 Has the school hosted visitors from other countries this year?

Who has visited and why?

Germany – Exchange, France – Exchange, Spain – Exchange and Erasmus scheme, Turkey – Erasmus, Italy – Erasmus, Poland – Erasmus.

Any further comments on Global Perspective:

- Year 12 International Ambassadors.
- Awarded our second International Award.
- Afritwin is the school charity, which works with our two partner schools in Africa.



Transport

1 Do you monitor how pupils travel to school? Yes

If yes, how many pupils use the following transport to or from school (note total count of pupils)

Walk:	145	Public Transport:	254	Cycle:	3
Coach/taxi:	143	Car Share:	10	Car:	96
Total number of pupils surveyed:	921	Has this data been mapped?	<input type="checkbox"/>		

2 Does the school have any of the following active travel campaigns?

Cycle Train	<input type="checkbox"/>	Walking Bus Scheme	<input type="checkbox"/>	Park and Ride	<input type="checkbox"/>	Junior Travel Ambassadors	<input type="checkbox"/>
Walk On Wednesday	<input type="checkbox"/>	Child Pedestrian Training	<input type="checkbox"/>	Junior Road Safety Officer Scheme	<input type="checkbox"/>	Other	<input type="checkbox"/>

3 Does the school offer cycle/scooter training?
E.g. Bikeability, Cycling Proficiency, Scooter Safety

4 Does the school have dry and secure storage for bikes and scooters?

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

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

7 Does the school organise regular 'walkers breakfast' or 'cycle/scoot to school' events?

8 Do any of the school transport vehicles (buses, taxis etc.) run on alternative fuels such as electricity, land-fill gas or vegetable-derived oils?

9 Does the school have a school travel plan? Yes, but this hasn't been renewed since 2009.

Any further comments on Transport:



Healthy Living

- 1 Does the school provide and promote healthier food at break times and lunchtimes?
- 2 Does the school curriculum include education on healthier eating and cooking?
- 3 Who monitors whether children eat a balanced lunchtime diet over the week?
- Name: Parents and the School Council's Canteen Committee
- Job role:
- 4 Does the school have drinking water easily available throughout the day?
- 5 Which fitness and health campaigns is your school participating in?
- | | | |
|--|---|--|
| The Daily Mile <input checked="" type="checkbox"/> | Drink Only Water <input type="checkbox"/> | Walk On Wednesday <input type="checkbox"/> |
| Daily Fruit <input type="checkbox"/> | Meat Free Day <input checked="" type="checkbox"/> | Other <input type="checkbox"/> |
- 6 Can classroom and other windows be opened to improve ventilation?
- 7 Are there house plants growing in classrooms?
- 8 Does the school use environmentally friendly cleaning products?

Any further comments on Healthy Living:

Healthy Living Week encourages a wide range of positive changes to pupil's lifestyles. There are no sanitary dispensers in our toilets, we are an all-girls school!



Biodiversity

1 Have your pupils taken part in a national observation project this year?

RSPB Big Bird Watch

Big Butterfly Count

Other

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

1. None 2. One or Two 3. Some 4. Many 5. All Over

3 Does the school have a wildlife or conservation area?

4 Does the School have any of the following?

Bird Baths

Woodland Areas

ID Sheets

Long Grass Area

Wildlife Camera

Hedges

Newly Planted Trees

Wildflower Meadow

Reptile Mats

Pond

Butterfly and Bee Friendly
Plants

Bird Hide

Species Record

Orchard

Wildflower Beds

Wildlife Boxes

Log Piles for Invertebrates

Wildlife Feeders

5 Does the school have any pets or animals?

6 Does the school use chemical pesticides and herbicides?

1. Regularly 2. Often 3. Sometimes 4. Once 5. Never

Any further comments on Biodiversity:

Gardening club!



School Grounds

1 How often do pupils learn outside?

1. Never 2. Once a year 3. Once a term 4. Weekly 5. Daily

2 Do your school grounds have the following and are they accessible at break times?

	We have	Accessible
Grass Playing Field	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conservation or Wildlife Area	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reflective Area	<input type="checkbox"/>	<input type="checkbox"/>
Woodland	<input type="checkbox"/>	<input type="checkbox"/>
Orchard	<input type="checkbox"/>	<input type="checkbox"/>
Den Building Area	<input type="checkbox"/>	<input type="checkbox"/>
Cycle Track	<input type="checkbox"/>	<input type="checkbox"/>
Flower/Vegetable Beds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Long Grass	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Outdoor Classroom	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

3 What proportion (percentage) of the school's boundaries are:

Hedges and Trees: 50 Fencing or Walls: 50 Open: 0

Any further comments on School Grounds:



Communicating your environmental review to the rest of the school community

1 How are you going to communicate the results of the environmental review to the rest of the wider school community?

Eco-Schools noticeboard	<input checked="" type="checkbox"/>	Assembly	<input checked="" type="checkbox"/>
Newsletter	<input checked="" type="checkbox"/>	School Website	<input checked="" type="checkbox"/>
In Class	<input type="checkbox"/>	Social Media	<input checked="" type="checkbox"/>
School play/concert	<input type="checkbox"/>	Presented at Governors meeting	<input type="checkbox"/>
Community event	<input type="checkbox"/>	Other	<input type="checkbox"/>

What next?

That's it – your Environmental Review is complete! After communicating the results of the review to your school it's time to decide which topics should be your focus. Use the topics you wish to focus upon to draw up your Action Plan with the Eco-Committee. Think about how data gathered could be used as part of your Monitoring and Evaluation step.