



## ENVIRONMENTAL REVIEW

**School:** LIGHT HALL SCHOOL

**Date of Review:** 2<sup>nd</sup> Review September 2013

**Carried out by:** ECO COMMITTEE

# ENERGY

1	Is there someone in your school who has special responsibility for monitoring the consumption of energy (electricity, heating etc.) in the school?	<b>YES</b>
	<i>If there is, who is it?</i>	Facilities Director
2	Are the energy meters (e.g. electricity meters) easily visible to pupils?	<b>NO</b>
3	Has your school taken any of the following low-cost steps to reduce heat loss through windows?	
	Draught excluding strips	<b>NO</b>
	Solar reflecting film	<b>YES in C8 and PSC only</b>
	Responsible class window monitors	<b>NO</b>
4	Do the school windows have double glazing, triple glazing or energy-saving glass?	<b>YES</b>
	<i>If YES, then in how many rooms? (If All Write ALL)</i>	all except the classrooms in C block
5	Are any external (outside) doors self-closing?	<b>YES - 17</b>
	<i>If YES, then how many doors are self-closing? (If All Write ALL)</i>	
6	Are low-energy light bulbs and fluorescent tubes used in school?	<b>YES</b> <b>Except sports hall and astro turf</b>
	<i>If NO, then in how many rooms? (If All Write ALL)</i>	
7	Does each classroom have its own heating thermostat?	<b>YES</b>
	<i>If NO, then how many rooms have a thermostat? (If None Write NONE)</i>	
8	Are lights and electrical items turned off when not in use? <b>Yes</b> Many lights on sensors, computers automatically switch off at night. Caretakers check other lights also at night when locking up.	
9	Does the school have any of the following sources of renewable energy?	
	<b>Wind Generator: no      Solar Water PV Heating Panels: yes G Block</b>	
	<b>Wood Fuel Boiler: no      Ground Source Heat Pump: no</b>	

## ANY FURTHER COMMENTS ON ENERGY:

Y9-11 look at energy in Science  
Y8 – look at climate change in Art  
The school is part of the Carbon Reduction Programme run by the LA

# LITTER

1 How serious is the problem of rubbish/litter in the school grounds?

Very serious, the place is a mess most of the time

Not too bad, but could be improved

Yes

The grounds are more or less litter free

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

YES

NO

3 Are there litter bins inside the school buildings?

YES

How many of these are Full / Overflowing?

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How many are about half full?

Yes -emptied daily

How many are less than a quarter full?

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

NO

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

YES

How many of these are Full / Overflowing?

Emptied each day

How many are about half full?

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How many are less than a quarter full?

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6 Are there any areas in the school grounds that are littered where there are no bins?

NO

7 Are the bins generally

Big Enough?

YES

Correct Design (holding in litter in windy conditions)?

YES

Clean

YES

## ANY FURTHER COMMENTS ON LITTER

We ran litter tidy week before Easter where volunteers in Y7 gave up their break time to pick up litter around the site.

Pupils in Y7 have gone out into the community to pick up litter.

# WASTE / RECYCLING

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

No, there seems to be little control

Yes, but control is not very tight

YES

Yes, control of these materials is very strict

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

No

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

Some

If So, note which products are and which aren't

Paper towels

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

Paper: YES

Inkjet cartridges: YES

Plastic: NO

Cardboard: YES

Vending Machine Cups: n/a

Other:

Please describe other materials recycled

5 What proportion of school food waste is composted?

None

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

We have a donation bin for the British Heart Foundation

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

YES

NO

8 Does the school have any policies to reduce waste?

YES

ANY FURTHER COMMENTS ON WASTE / RECYCLING

Y9-11 look at waste and recycling in Science

Y8 in Art look at climate change covering waste and what they can do to help.

Staff are encouraged to recycle paper. Most classrooms have paper recycling bins.

# WATER

- |   |   |  |
|---|---|--|
| 1 | Is there a water meter to record water use in school?   | YES  |
| 2 | Is the meter easily visible to pupils?  | NO but eco committee have accessed it.                                 |
| 3 | Are pupils involved in taking and displaying readings?  | They did this last year.   |
| 4 | Are the toilets designed to reduce water loss e.g. low-volume flush, flush on demand urinals etc.?  | YES<br>We have water harvesting in G block<br>20 toilets and 5 urinals |
|   | 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?   | YES  |
|   | If yes, then how many (If all Write ALL)  |  |
|   |   | All except the Gym   |
| 6 | Are taps left running?  | No   |
| 7 | Are dripping taps and other leaks fixed quickly?  | YES  |
|   | If NO, then approximately how long do repairs take?   |  |
| 8 | How often does the school run water-saving campaigns? We ran one last year where severn trent delivered assemblies to each year group. We will look to run one again this year. | Occasionally: Yes  |

## ANY FURTHER COMMENTS ON WATER

Y7 look at water usage and carbon emissions. They use a workbook produced by Severn Trent Water. Severn Trent delivered assemblies to each year group last year.

# TRANSPORT

1 Do you monitor how pupils travel to school? **NO**

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

Walk: \_\_\_\_\_ Bus: \_\_\_\_\_ Cycle: \_\_\_\_\_

Share taxi: \_\_\_\_\_ Share a car \_\_\_\_\_ Car single passenger \_\_\_\_\_

TOTAL: \_\_\_\_\_ Has this data been mapped? YES  NO

2 Does the school have dry and secure cycle storage? **YES**

If Yes, is there sufficient space for all users? YES  NO

3 Does the school offer cycle instruction? **NO**

If Yes, does it include on-road training? **NO**

If Yes, does it meet the national standard **NO**

4 Does the school have a network of 'safe routes' to walk or cycle? **NO**

5 Does the school have any of the following:

Walking Bus Scheme?: **NO** Cycle Train: **NO**

Park & Ride?: **NO** Other Similar Scheme: **NO**

6 Does the school organise regular 'walk to school' or 'cycle to school' events? **NO**

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? **NO**

8 Does the school have a school travel plan? **YES**

9 Does the school have a pedestrian and cycle entrance that is separate from vehicle access? **NO**

## ANY FURTHER COMMENTS ON TRANSPORT

# HEALTHY LIVING

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

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

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

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

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

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

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

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

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

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

-in science

9 Which of the following are commonly used by teachers?

Chalk:

Water Based Markers: **YES**

Interactive Whiteboard: **YES**

Solvent Based Markers:

A Mixture:

10 Does the school use environmentally friendly cleaning products? **YES**

11 Do the school toilets have: **YES**

Locks: **YES**

Toilet Paper: **YES**

Sanitary Disposal Facilities: **YES**

Hot Water: **YES**

Paper Towels: **NO**  
(hand driers)

Sanitary Product Dispensers: **NO**  
(with Nurse)

## ANY FURTHER COMMENTS ON HEALTHY LIVING

School acquired the Food for Life Award in 2012.

The Kitchens have the Healthy Schools Award

Healthy eating and food safety practice is taught in food technology at KS3 and KS4



# BIODIVERSITY

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

Often

Occasionally **YES**

Never

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

**Yes Some: YES**

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

**YES**

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

**YES**

4 Does the School have any of the following

Bat Boxes:

Bird Boxes: **YES**

Log Piles for Invertebrates:

Bird Feeders: **YES**

Bird Baths:

Woodland Areas: **YES**

Squirrel Feeders:

Pond: **YES**

Butterfly Friendly Plants: **YES**

Species Record:

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

**YES**

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

**YES**

**NO**

If Yes, then with Whom? (List)

The Woodland Trust

Food for Life Partnership

Healthy Schools

LA Forest Rangers

LA Community and Neighbourhood services

## ANY FURTHER COMMENTS ON BIODIVERSITY

# SCHOOL GROUNDS

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

<b>Grass Playing Field / Short Grass:</b>	<b>70%</b>	<b>Long Grass</b>	<b>&lt;1%</b>
<b>Conservation or Wildlife Area:</b>	<b>&gt;5%</b>	<b>Woodland:</b>	<b>5%</b>
<b>Tarmac / Path / Roads</b>	<b>&gt;5%</b>	<b>Seating Areas:</b>	<b>&gt;5%</b>
<b>Flower / Vegetable Beds:</b>	<b>&gt;5%</b>	<b>Activity Play Area:</b>	<b>n/a</b>
<b>Other:</b>	_____		

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

<b>Hedges &amp; Trees:</b>	<b>80%</b>	<b>Wire or Railing</b>	<b>20%</b>	<b>Open</b>	_____
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3 Does the school recycle garden or fruit/vegetable waste in a composter or wormery?

Occasionally:

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

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

## 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? **YES**

If so please give examples

Local Action	Local Effect	Global Effect

- 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**  **NO**

If so please give examples

Eco-Schools Topic	Location(s) Looked at

- 3 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**

- 4 Have the pupils considered other issues, such as

Human Rights and Ethics **YES**

Fair Trade **YES**

Conflict resolution **YES**  **NO**

## ANY FURTHER COMMENTS ON GLOBAL PERSPECTIVE

# Green Procurement

<b>1</b>	Does the school have a green procurement policy? (There will be a requirement to develop a green procurement policy from Jan 2013)	<b>YES</b>
<b>2</b>	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)	<b>YES- where possible but mostly governed by cost.</b>
<b>3</b>	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	<b>YES</b>
	Cleaning products	<b>YES</b>
	Office equipment	<b>NO</b>
	Lighting	<b>YES</b>
	Transport	<b>NO</b>
	Furniture	<b>NO</b>
	Electricity	<b>YES</b>
	Food and catering	<b>YES</b>
	Gardening products	<b>YES</b>
	Indoor lighting	<b>YES</b>
<p>For more information on Green Procurement and its importance please visit <a href="http://www.keepbritaintidy.org/ecoschools/gettingstarted/Green_Procurement">www.keepbritaintidy.org/ecoschools/gettingstarted/Green_Procurement</a></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**

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

Autumn term – The environment

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

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

Summer Term – trip to rivers in Geography

Visit to Green conference – know your future

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

If yes then list some examples

Students have emailed students in Beijing, China to find out what they do around waste and recycling.

# 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**

**Litter**

**Waste Minimisation / Recycling**

**Water**

**Transport**

**Healthy Living**

**Biodiversity**

**School Grounds**

**Global Perspectives**

**Pupil Participation**