

Completed by (name and year group):

Combined.
From Y1 Eco
Council and
Reviews from
Satellite Councils

Date:

Dec 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:

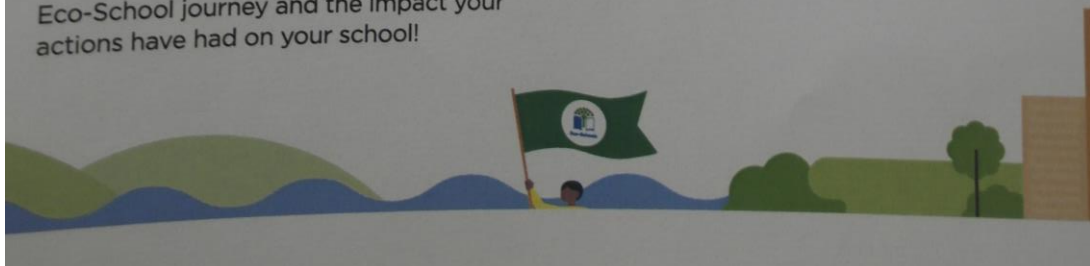
1. The questions have to be answered by children (they can ask a teacher for help if they need it).
2. You must answer every question.
3. You must inform the whole school about what you have discovered during your Environmental Review.

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 type="checkbox"/>	<input checked="" 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="5"/>	

Comments:

Not all pupils aware of global threat to biodiversity.
No pet animals or insects.





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 checked="" type="checkbox"/>	<input type="checkbox"/>
Have you ever read your school's energy meter?	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Are pupils aware that saving energy can help save the planet?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Score	4

Comments: Computers are switched off, but not always lights. At the moment due to COVID, air needs to be circulating continuously. Y4 would like to learn more about energy.



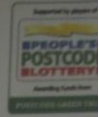


Global Citizenship

	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 checked="" type="checkbox"/>	<input 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	5

Comments: Children in Year 6 recall trying Eid costumes and food
Year 4 thought we should learn more about other countries.
MacMillans Coffee Morning.
Children in Need Fairtrade
Fortnite

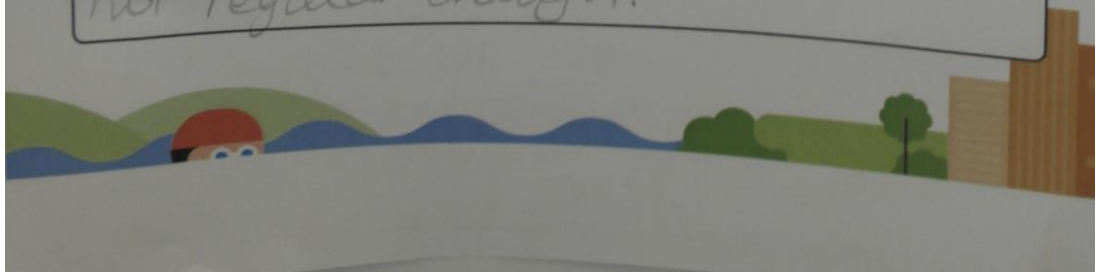




Healthy Living

	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 checked="" type="checkbox"/>	<input type="checkbox"/>
Are pupils aware of the benefits of a healthy lifestyle?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Score	5

Comments: Daily Mile, Relax Kids, PSHC, 2 PE lessons, break, sports clubs, sports breakfast club.
We should boost our crops, not regular enough.





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 litter picks?	<input type="checkbox"/>	<input checked="" 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="6"/>	

Comments:

Y6 children commented that they used to love emptying paper bins. Not all classes thought we did regular litter picks - boost! Y4 thought we should do it more Y1 thought animals could get trapped in litter. Not all pupils aware of impact of litter on environment

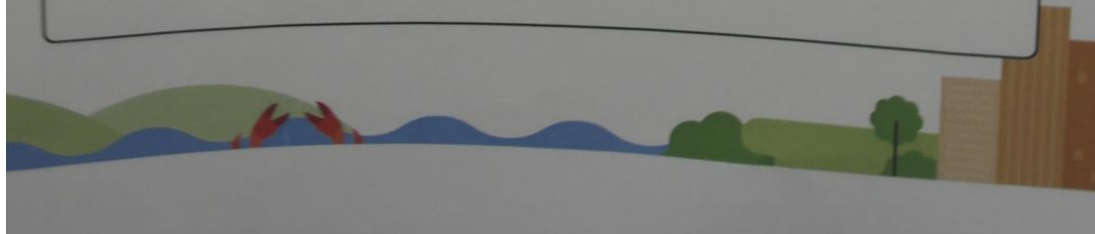




Marine

	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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Score	<input type="text" value="3"/>	

Comments: 43 suggested we need an aquarium.





School Grounds

	No	Yes
Do you have lessons outside regularly?	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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="4"/>

Comments: Y6 suggested playground working but not well looked after. Older children felt younger ones look after plants more. Not all children felt they had the opportunity to suggest improvements to school grounds



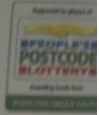


Transport

	No	Yes
Does your school have a dry, safe place to store bicycles and scooters?	<input checked="" type="checkbox"/>	<input 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Are children aware of the global impact of air pollution?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Score	<input type="text" value="4"/>	

Comments: Younger children not aware of global impact of air pollution

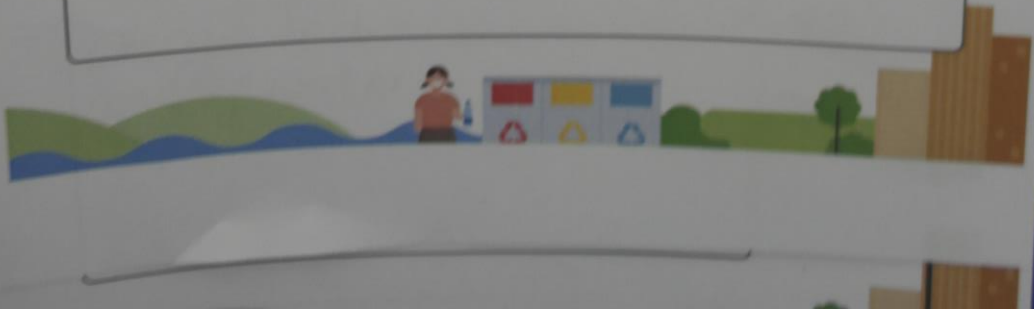




Waste

	No	Yes
Does each classroom have a recycling bin?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does food waste go in a compost bin?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Do teachers try not to use printed sheets?	<input checked="" type="checkbox"/>	<input 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="4"/>	

Comments: Year 4 felt we need to reuse more bottles than throwing





Water

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

No Yes

some

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:

Year 4 think we should learn more about saving water

Total score (out of 60)





Things we are doing well:

Things we could be doing better:

Topics we want to work on during our Action Plan:

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.

