

# Environmental Review

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This is the editable version of the Eco-Schools Environmental Review. You can complete it by adding to the slides and then saving it as a PDF for quick upload to the Eco-Schools application form. Alternatively, you can simply upload the completed review as a PowerPoint file. The new PowerPoint format enables you to easily present your Environmental Review, either for completion as a group with your Eco-Committee or for sharing your findings with your school community.

- Give yourself a 'Y' for every 'yes' answer and an 'N' for every 'no' you can do this digitally!
- To calculate your score for each topic, count the number of 'Y's.
- If you are unable to answer a question leave it blank, this will not affect your Eco-Schools Green Flag application.
- ... and don't worry if you have low scores on the Environmental Review, this just means you can make an even greater impact this year!

## Completed By

### Add Name & Year Group

- All members of the Eco-Committee were involved as they were split into sub groups for each topic. This includes students from Year 7 to Year 13.



# Biodiversity

Y/N

- 01 Do your grounds provide habitats to encourage insect life, for example bug hotels, log piles, rock piles or leaf piles?
- 02 Do your grounds provide homes and support for birds and animals, for example bird houses, bat boxes, hedgehog highways or bird baths? **We have bat boxes on A block**
- 03 Do your grounds have bird (or other) animal feeders and are they checked and topped up regularly?
- 04 Do your grounds have any dedicated wildflower, meadow or rewilding areas to support biodiversity?
- 05 Are plants in your grounds chosen specifically to support biodiversity, for example bee-friendly lavender?
- 06 Do your grounds have a pond or mini-pond?
- 07 During the last year, has your school provided advice to families on supporting biodiversity at home, for example looking for Rainforest Alliance certified products whilst shopping or instructions for creating homemade bug hotels?

N

Y

N

N

N

Y

N



08

Did any young people in your school observe and record nature in your school grounds during the last year (this might as part of a scheme like RSPB's Big Schools' Birdwatch)?

N

09

In the previous twelve months has your school fundraised for endangered animals or conservation projects?

N

10

Did any classes in your school visit a nature reserve during the last year?

N

Total Score

2

### Our Ideas & Thoughts

- Use area by car park to increase biodiversity
- Develop the garden behind Inclusion
- No Mow May
- Grow bee friendly plants
- Have onsite bee hives
- Look at shelters for large animals and provide areas for drink and feed



WWF's 2020 Living Planet Report found that global wildlife populations have declined by an alarming **68%** since 1970, WWF's next Living Planet report is due in **2022**.



# Energy

Y/N

- |    |   |   |
|----|---|---|
| 01 | Does your school have energy monitors, who check lights and other electronic devices are switched off when not in use?  | N |
| 02 | Do classrooms in your school have posters and signs reminding pupils and staff to turn off electrical devices when not in use?  | N |
| 03 | Does your school have any renewable energy sources on site (solar panels, wind turbine, heat pump, biomass heating), or if not does your school purchase energy from a renewable energy supplier? <b>Solar panels</b> | Y |
| 04 | Are windows kept free of displays and blinds drawn back during the daytime to maximise natural light?   | N |
| 05 | Does your school use any energy-saving equipment like, motion-sensing lights, energy efficient lightbulbs or electricity timers?<br><b>Some motion sensors</b>  | Y |
| 06 | Does your school ever include energy-saving tips in its e-newsletters, or other communications, so parents and young people can save energy at home?  | N |
| 07 | In the last twelve months, has your school planned an energy-free day, energy-saving week or something similar?   | N |



08

Does your school have a smart meter and are young people allowed access to it? **We have a Building Management System for A Block and Sixth Form**

N

09

Find your school's site manager, has your school building been improved to save energy (e.g., double+ glazed windows, heating system, insulation etc.)? **New A Block built to meet BREEAM standards**

Y

10

Visit three empty classrooms during break, lunch or assembly time (when they are empty), are the lights and interactive board switched off in every classroom?

N

Total Score

3

### Our Ideas & Thoughts

- Get more solar panels/heat pump – research into this
- Posters/signs to remind to turn off lights and monitors
- Plan an energy-free alternative way of teaching
- Send energy saving tips to tutors and home
- Get a smart meter where we can see the energy we are using and share data with students on a weekly/monthly basis



Renewable energy creates **more jobs for women**. Women hold 32% of renewables jobs compared to just 21% in fossil fuel roles.



# Global Citizenship

Y/N

01

Has your school raised money for a charity or cause in the last twelve months, or donated to a local foodbank?

Y

02

Was any of this money raised for environmental, wildlife or animal welfare charities?

N

03

Are young people allowed to take responsibility for planning fundraising events, or selecting which charities their fundraising supports?

Y

04

Does your school have links with any other schools in different countries?

N

05

Has your school declared a climate emergency?

N

06

In the past twelve months, have any young people in your school written to their local MP?

Y

07

Does your school celebrate diversity by organising events and education around religious/cultural holidays, or events like Black History Month and Pride?

Y



08

Approach three different members of teaching staff (not the Eco-Coordinator), can any of them name one of the Sustainable Development Goals?

N

09

Speak to staff members in the school canteen, can they find three different items of food with green/ethical labelling e.g., Fair Trade, Rainforest Alliance, Red Tractor etc.?

N

10

With permission and Eco-Coordinator supervision check the tea, coffee and biscuits in the staff room, are any of them Fair Trade?

Y

Total Score

5

### Our Ideas & Thoughts

- Planting trees
- Stay updated with the news (specifically global topics)
- Get involved in community projects



From 2010 – 2019 weather-related events displaced an estimated **23.1 million people each year**, unfortunately most refugees come from countries that are the **most vulnerable** and least ready to adapt to the impacts of climate change.



# Healthy Living

Y/N

01

Does your school teach young people how to grow fruit, vegetables and herbs?

N

02

Does your school canteen ever use plants grown on site as ingredients?

N

03

Does your school menu have plant-based options every day?

Y

04

Are plant-based options encouraged at lunch times, for example are they at the top of the menu, near the start of the queue or labelled planet-friendly? **Healthy options are often dearer**

N

05

Does your school regularly have meat-free days, or does it have termly meat-free weeks?

N

06

In the past twelve months, have young people worked with canteen staff to help plan healthy, new menu items?

N

07

Does your school provide information to parents/guardians or students about what a healthy plate or healthy packed-lunch should look like?

N





08

Does your school have a sensory garden, or other natural area, that helps pupils feel calm and relaxed? **Not accessible to all students, as used for ASDAN/Inclusion**

Y

09

Does your school discuss mental health issues and provide strategies and exercises to cope with them?

Y

10

Does your school offer opportunities to practice mindfulness, meditation, yoga or similar?

N

Total Score

3

### Our Ideas & Thoughts

- Improve garden behind Inclusion – link with Biodiversity
- Have guided mindfulness/yoga sessions in the spring/summer
- Work with Caterlink for more healthy food and plant-based options
- Use social media, website and form times to raise awareness of healthy living



**70%** of British children want to see **more meat-free meals** on the school menu and **69%** of parents and guardians would support schools **increasing the number of plant-based food options** on offer.



# Litter

Y/N

01

Does your school have access to litter-picking equipment? **Litter picking equipment in Student Voice office**

Y

02

Have young people from your school litter-picked in your school grounds in the last twelve months? **Daily litter picking rota for form groups**

Y

03

Have young people from your school litter-picked in your local community in the last twelve months? **Weekend litter pick with the Tilehurst Litter Pickers**

Y

04

Have members of your school community (e.g., families, businesses, nearby schools, council members etc.) been invited to participate in a litter-pick organised by your school in the last twelve months?

N

05

Does your school have appointed Litter Monitors?

N

06

Did your school participate in Keep Britain Tidy's Great Big School Clean during the last academic year?

N

07

Does your school have enough bins inside and outside the school building, and are they emptied regularly (they don't overflow)?

N



08

Have young people in your school created anti-litter posters and signs, or delivered an anti-litter assembly or campaign, in the past twelve months?

N

09

Explore your school grounds for a few minutes, are they entirely free of litter (make sure to also look at the perimeters)?

N

10

Approach three schoolmates, or members of staff, and ask them, "Why is litter bad?" Did any of them mention one (or more) of the following reasons: it harms wildlife, costs a lot of money to clean up or it can pose a threat to humans?

N

Total Score

3

### Our Ideas & Thoughts

- More specific/specialised bins
- Food waste bins around Sixth Form
- Sanctions if caught littering
- Try to reduce waste/what is bought into school



**In the UK 23 pieces of litter are dropped every second.**



# Marine

Y/N

01 Has your school placed a ban on balloon releases and glitter?

N

02 Has your school banned laminating, or does it have a strict laminating policy?

N

03 Has your school organised and completed a beach river or canal clean in the last twelve months?

N

04 In the past twelve months, has your school planned any events to raise funds for, or awareness of, marine life conservation?

N

05 Has your school created any mural or sculptural artworks, to highlight how single-use plastics can harm marine life? **An A level student created her final pieces out of used plastics to highlight this issue. Turn Tilehurst Red poppy display made from recycled materials**

Y

06 Find a teacher in your school (not the Eco-Coordinator) have they taught any lessons on plastic pollution in the last 12 months? **Y7 have Geog lessons about 'Peanut the Turtle'**

Y

07 Speak to a member of your school's site team, do they only use environmentally-friendly cleaning products in your school? **They use some but not all**

N



08

Speak to your school's Art Subject Leader, have they stopped the purchase of single-use plastics to be used in art lessons? **They have tried to reduce plastic and plastic wrapping**

N

09

Speak to your school canteen staff, have they reduced their use of any single-use plastics in the previous year (e.g., finding alternatives to bottled water, sauce sachets, plastic cutlery or Clingfilm)?

N

10

Audit three schoolmate's packed lunches can you find a reusable alternative to single-use plastics in each?

Y

Total Score

3

### Our Ideas & Thoughts

- Assembly about single use plastics



Seagrass can capture and store carbon **35 times faster** than a rainforest – unfortunately **92%** of the UK's seagrass has been lost in the past two centuries.



# School Grounds

Y/N

01

Does each classroom in your school have an indoor plant that young people take responsibility for looking after?

N

02

Has your school planted any trees in the last twelve months (this might be in your school grounds, local community, or by donating to a charity who plants trees on your behalf)?

N

03

Does your school have an outdoor learning area? **Not a specific area dedicated to outdoor learning, but teaching does occasionally take place outside on the school grounds**

N

04

Does your school have a green roof or living wall?

N

05

Does your school have a gardening club, or does it offer gardening lessons? **We have done some gardening with the ASDAN group**

N

06

Does your school have a greenhouse or polytunnel?

N

07

Does your school participate in No Mow May, or have an area(s) where grass isn't cut?

N



08

Approach three teachers (not including the Eco-Coordinator), have all three taught a lesson outside in the past twelve months (apart from PE lessons)? **SHY – teach compass directions, micro climate investigations and infiltration enquiries outside. PJR – Yes SLE - No**

N

09

Speak to your site manager, does their team and the gardening contractors, avoid using herbicides and pesticides? **Herbicides used on the MUGA for moss but is limited**

Y

10

Approach 5 schoolmates, can each of them identify and name a species of plant or tree present on your school grounds?

N

Total Score

1

### Our Ideas & Thoughts

- More bins in the field
- Greenhouse
- Vegetable patch
- Use horse manure from local stables



Paris is currently trialling a plan to **make school grounds greener** - creating **cool islands** and **reducing overall temperatures** in the city!



# Transport

Y/N

01

Does your school have a safe, dry space to store bicycles? **We have a number of secure bike sheds across the site which are locked during the day**

Y

02

Does your school car park have an electric vehicle charging point?

N

03

In the past twelve months has your school completed a walk to school week, or any other similar campaign?

N

04

Does your school have any of the following schemes: park 'n' stride, walking bus or staff car share?

N

05

Does your school have a hedge, trees or other vegetation around its boundaries to prevent air pollution in school? **Mostly**

Y

06

Does your school provide safety training for cycling or walking to school?

N

07

Is the road outside your school a School Street, or have you enquired with your local council about creating one?

N





08

Does your school have a 'No Idling' policy for drop-offs and visitors, and has this been communicated to families, visitors and your wider school community in the previous 12 months?

N

09

Choose a class to survey, do more than half of the class walk, cycle, scoot or use public/school transport to get to school? **Yr11**  
– 11x walked, 7x sch bus, 6x car, 3x cycled, 0 car shared or took public bus

Y

10

Survey the staffroom, do more than half walk, cycle, scoot or use public transport to get to school?

N

Total Score

3

### Our Ideas & Thoughts

- Cycle training
- Encouraging people to turn off their engines while waiting
- Survey one class from each year group to see if we need to target specific year groups
- Sponsored walk for charity
- Facts about CO2 emissions
- Link to healthy living/exercise – posters, digital signage, soc media



The nation that cycles most is **Netherlands**, in 2019 Dutch people cycled on average **3km per day!**



# Waste

Y/N

01

Does your school recycle any difficult-to-recycle items like batteries or crisp packets? **Batteries, lightbulbs, we did recycle crisp packets with Terracycle until the scheme stopped**

Y

02

Is your school's food waste composted and when possible is this compost used in the school grounds? **It is collected by Grundon**

N

03

In the past twelve months, has your school organised a second-hand clothes sale?

N

04

Does your school collect and redistribute used uniform? **We have set up a second hand school uniform website and promoted this on social media, website and newsletter**

N

05

Does your school have a book, stationery or revision guide exchange?

N

06

Does your school send letters home via e-mail or app by default?

Y

07

In the past twelve months, have pupils worked with the school canteen to identify ways to reduce food waste in your school?

N



08

Are recycling bins clearly labelled with signs or posters showing what can and can't be recycled in school?

N

09

Spot check three recycling bins in your school, do all three have the correct items in?

N

10

Has your school tried to reduce its use of paper, for example through printing on both sides, tracking photocopying, adding a release code to the photocopier or limiting the use of worksheets?

Y

The school installed Papercut a few years back which tracks printing, defaults printing to double sided and uses a release code

Total Score

3

### Our Ideas & Thoughts

- Recycling stations rather than bins (like The Oracle)
- Bins with restricted opening to put things in
- Re sell lost property after 2 years
- Second hand uniform sales/hand down uniform
- Print less copies – one between two
- Display on board rather than printing
- Make 'difficult to recycle' item bins accessible all year round
- Tutors to talk to tutees about waste management



The UK generated **222.2 million tonnes** of waste in 2018, England was responsible for 84% of this.



# Water

Y/N

01 Does your school have a water-butt?

N

02 Does your school have any of the following water-saving devices: reduced flush toilets, water hippos, tap inserts, flush controls, self-closing taps? **Some taps are on timers so will turn off automatically**

N

03 In the past year has your school been in touch with your water supplier to visit their sites, or invite them to deliver an assembly or online session in your school?

N

04 Do your school toilets have posters reminding people to turn off the taps?

N

05 Does your school include water-saving tips in e-newsletters or other communications, so pupils and families can save water at home?

N

06 In the past 12 months, has your school ever fundraised for water-based charities like Water Aid?

N

07 Have pupils (or your school's site manager) checked your school site for water leaks in the last three months and have any identified leaks been fixed?

N



08

Do toilets in your school have hand dryers instead of paper towels?

Y

09

Choose a class to survey, do more than three quarters of the class have a reusable water bottle in school with them at the time of survey?

Y

10

Are reusable water bottles taken on school trips?

Y

Total Score

3

### Our Ideas & Thoughts

- Signs in toilets to turn off water
- Contact Thames Water to come into school
- Can Resources/Canteen sell water bottles



A dripping tap can waste up to **95 litres** of water a day.



# Additional Questions

Y/N

01

Have any classes or year groups in your school been on an environmentally-themed trip in the previous 12 months?

N

02

Have any charities, experts or eco-authors visited your school to deliver a talk about environmental issues in the previous 12 months? **Geog have a plastic pollution talk by Recycling Technologies**

Y

03

Have young people in your school planned and delivered an environmentally-themed assembly in the previous 12 months?

N

04

Does your school's e-newsletter have a dedicated eco-section?

N

05

Has your school worked with any other schools on an environmental project in the previous twelve months?

N

06

Does your school hold an annual environmentally-themed day or week of learning?

N

07

During the previous summer holiday, did your school send home environmental challenges or activities to complete?

N



08

Do you have an environmental section in your school library?

N

09

Has your school worked with a local community group on an environmental product in the last twelve months?

Y

10

Has your school's environmental work featured in local press in the past year?

N

Total Score

2

### Our Ideas & Thoughts

- Look for eco-books in the library and make a display
- Include eco topics on social media and in the termly newsletter
- Can we run an off timetable day for Y8 students to focus on environmental issues in the summer term



In July 2022, temperatures in the UK reached over **40C** for the **first time** – which is why the work of every Eco-School is so **important**.

# Our RESULTS

## Positives

- We have a bat box, a pond and quite a lot of trees and hedgerows
- We promote second uniform sales and Bag2School collections
- Our canteen switched to plates and metal cutlery once our new building opened (April 2021)
- We have some solar panels and can monitor energy on some newer buildings, and A Block built to meet BREEAM regulations
- We have a Diversity Society who organised a Cultures Day and Evening event for the first time in 2022
- As a school we are very focussed on mental health/wellbeing
- Students have a lot of choice/input into charitable giving
- We have daily litter picks and staff also litter pick
- We have outdoor areas of the school which could be improved
- Students are quite good at walking/cycling/taking the bus to school and we have lots of bike sheds
- Letters are generally sent home by email and the Papercut system has helped to improve unnecessary printing

## Negatives

- We haven't done very well at any of the topics in the review!
- Our litter picking isn't very effective, attitudes to dropping litter need to change. We receive complaints about litter in the local area
- Bins are often overflowing and recycling bins are unclear meaning the wrong items get put in the recycling bins
- Healthier or plant based options in the canteen are sometimes dearer
- Lots of school buildings are old and not very energy efficient
- Lots of lights and equipment left on in classrooms – culture change
- Not much focus on sourcing Fair Trade, FSC etc products
- Attempts in the past to grow food/plants in Inclusion have been short lived due to willing volunteers to support it

## More Thoughts

- Voted to focus on LITTER, SCHOOL GROUNDS and ENERGY
- *Other ideas:* Greenhouse; non uniform day for conservation charity; House charity fundraising days; Canteen to sell water bottles rather than bottled water; battery for solar panels; send energy saving tips to parents