



FORMAL ENVIRONMENTAL REVIEW

School: Hazlehurst Community Primary School

Date of Review: Friday 26th February

Carried out by: Eco-Schools Action Team

ENERGY

<p>Is there someone in your school who has special responsibility for monitoring the consumption of energy (electricity, heating etc.) in the school?</p> <p>If there is, who is it?</p>	<p>Yes Mrs Little</p> <hr/>
<p>Are the energy meters (e.g. electricity meters) easily visible to pupils?</p> <p>Are pupils involved in taking and displaying readings?</p>	<p>No</p> <p>No</p>
<p>Has your school taken any of the following low-cost steps to reduce heat loss through windows?</p> <p style="padding-left: 20px;">Draught excluding strips</p> <p style="padding-left: 20px;">Solar reflecting film</p> <p style="padding-left: 20px;">Responsible class window monitors</p>	<p>No</p> <p>No</p> <p>No</p>
<p>Do the school windows have double glazing, triple glazing or energy-saving glass?</p> <p>If Yes, then in how many rooms? (If all, write all)</p>	<p>Yes</p> <p>All of our windows have double glazing.</p>
<p>Are any external (outside) doors self-closing?</p> <p>If Yes, then how many doors are self-closing? (If all, write all)</p>	<p>Yes</p> <p>Most of the doors are self-closing.</p>
<p>Are any internal (inside) doors self-closing?</p> <p>If Yes, then how many doors are self-closing? (If all, write all)</p>	<p>Yes</p> <p>About Half</p>
<p>Are low-energy light bulbs and fluorescent tubes used in school?</p> <p>If Yes, then in how many rooms? (If all, write all)</p>	<p>No</p>
<p>Does each classroom have its own heating thermostat?</p> <p>If No, then how many rooms have a thermostat? (If none, write none)</p>	<p>No</p> <p>None</p>
<p>Are lights and electrical items turned off when not in use?</p>	<p>Sometimes</p>
<p>Does the school have any of the following sources of renewable energy?</p> <p style="padding-left: 20px;">Wind generator</p> <p style="padding-left: 20px;">Solar water PV heating panels</p> <p style="padding-left: 20px;">Wood fuel boiler</p> <p style="padding-left: 20px;">Ground source heat pump</p>	<p>No</p> <p>No</p> <p>No</p> <p>No</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: 40px;">Very serious, the place is a mess most of the time</p> <p style="padding-left: 40px;">Not too bad, but could be improved</p> <p style="padding-left: 40px;">The grounds are more or less litter free</p>	<p>The grounds are more or less litter free.</p>
<p>Does your school have a clear anti-litter policy?</p>	<p>No but everyone knows that we do not drop litter in our school.</p>
<p>Are there litter bins inside the school buildings?</p> <p>How many of these are:</p> <p style="padding-left: 80px;">Full – overflowing</p> <p style="padding-left: 80px;">About half full</p> <p style="padding-left: 80px;">Less than a quarter full</p>	<p>Yes</p> <p style="padding-left: 40px;">0</p> <p style="padding-left: 40px;">9</p> <p style="padding-left: 40px;">8</p>
<p>Are there any areas inside the school buildings that are littered where there are no bins?</p>	<p>No</p>
<p>Are there enough litter bins in the school's grounds?</p> <p>How many of these are:</p> <p style="padding-left: 80px;">Full – overflowing</p> <p style="padding-left: 80px;">About half full</p> <p style="padding-left: 80px;">Less than a quarter full</p>	<p>Yes</p> <p style="padding-left: 40px;">0</p> <p style="padding-left: 40px;">3</p> <p style="padding-left: 40px;">0</p>
<p>Are there any areas in the school grounds that are littered where there are no bins?</p>	<p>No</p>
<p>Are litter bins generally:</p> <p style="padding-left: 40px;">Big enough</p> <p style="padding-left: 40px;">Correct design (holding in litter when windy)</p> <p style="padding-left: 40px;">Clean</p>	<p>Yes</p> <p>Yes</p> <p>No</p>
<p>Any further comments on litter bins / location of litter:</p> <p>The bins in summer are not so clean because of the fruit. The wasps come to the bins in the summer time. In winter they are considerably cleaner.</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="padding-left: 40px;">No, there seems to be little control Yes, but control is not very tight Yes, control of these materials is very strict</p>	<p>Yes but control is not very tight.</p>
<p>Does the school buy stationery products (paper, pencils, pens etc.) made from recycled content?</p>	<p>Yes (where possible)</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>Yes</p>
<p>Does the school recycle any of the following items of school waste?</p> <p>We recycle paper, cardboard and inkjet cartridges</p>	
<p>What proportion of school food waste is composted?</p>	<p>None but we would like to be able to compost waste when we have the new wildlife area.</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>Yes we recycle mobile phones and we are collecting old clothes to recycle to raise money for school.</p>
<p>Does the school encourage reuse of materials, e.g. water bottles?</p>	<p>No</p>
<p>Does the school have any policies to reduce waste?</p>	<p>No</p>
<p>Any further comments on waste minimisation / recycling:</p>	

WATER

Is there a water meter to record water use in school?	Yes
Is the meter easily visible to pupils?	No
Are pupils involved in taking and displaying readings?	No
Are the toilets designed to reduce water loss e.g. low-volume flush, flush on demand urinals etc.?	Yes
If YES, then how many of the toilets are fitted with such devices? (list, or state All)	4
Are hand-basin taps of the push-on or self-stopping type?	Yes
If YES, then how many? (list, or state All)	All
Are taps left running?	Never
Are dripping taps and other leaks fixed quickly?	Yes
If NO, then approximately how long do repairs take?(circle)	4 – 7 days
How often does the school run water-saving campaigns?	Never
Any further comments on water:	

HEALTHY LIVING

Does the school provide and promote healthier food at break times and lunchtimes?	Yes
Does the school include education on healthier eating and basic food safety practice in the taught curriculum?	Yes
Is there a system for monitoring whether children eat a balanced lunchtime diet over the week?	No
Does the school have drinking water easily available throughout the day?	Yes
Is there a whole school approach to the promotion of physical activity?	Yes
Does the school offer all pupils a minimum of 2 hours physical activity a week within and outside the National Curriculum?	Yes
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
Can classroom and other windows be opened to improve ventilation?	Yes
Are there green plants growing in pots in any classrooms?	No but we do have some plants in some corridors, the office and the hall.
Which of the following are commonly used by teachers? We use water based markers and interactive whiteboards.	
Does the school use environmentally friendly cleaning products?	Yes
Do the school toilets have: Our toilets have these things: <div style="display: flex; justify-content: space-around; width: 100%;"> Locks Toilet paper Sanitary disposal facilities </div> <div style="display: flex; justify-content: space-around; width: 100%;"> Hot water Paper towels </div>	
Any further comments on healthy living:	

BIODIVERSITY

Do the school grounds staff use chemical pesticides and herbicides?	Never												
Does the school have any plants in containers, pots or beds in the school grounds?	Yes, some												
Does the school have a wildlife, or conservation area? If Yes, is the area protected by fences or school rules, or both?	Not yet! No We are just about to build our own wildlife area, the pond part of it will be protected by a fence.												
<p>Does the school maintain any of the following?</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Bat boxes</td> <td><input type="checkbox"/> Bird boxes</td> <td><input type="checkbox"/> Bird feeders</td> </tr> <tr> <td><input type="checkbox"/> Bird baths</td> <td><input type="checkbox"/> Woodland area</td> <td><input type="checkbox"/> Pond</td> </tr> <tr> <td><input type="checkbox"/> Squirrel feeders</td> <td><input type="checkbox"/> Butterfly-friendly plants</td> <td><input type="checkbox"/> Log piles for invertebrates</td> </tr> <tr> <td><input type="checkbox"/> Species records</td> <td></td> <td></td> </tr> </table> <p>If any of the above are ticked Yes, are pupils involved in looking after them ? No</p> <p>Not yet but we will have a lot of these things and children will help look after them once the wildlife area is built.</p>		<input type="checkbox"/> Bat boxes	<input type="checkbox"/> Bird boxes	<input type="checkbox"/> Bird feeders	<input type="checkbox"/> Bird baths	<input type="checkbox"/> Woodland area	<input type="checkbox"/> Pond	<input type="checkbox"/> Squirrel feeders	<input type="checkbox"/> Butterfly-friendly plants	<input type="checkbox"/> Log piles for invertebrates	<input type="checkbox"/> Species records		
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Does the school have links with any local or national environmental organisations? If Yes, then with whom? (list) Eco-schools Groundwork	Yes												
<p>Any further comments on biodiversity:</p> <p>We are soon going to be building a wildlife area which we have just finished raising money for. This will include a pond, an area for growing bog plants, a wildflower meadow and raised beds for growing vegetables.</p>													

SCHOOL GROUNDS

What proportion (percentage) of the school's grounds are?			
Grass playing field, short grass	40%	Long grass	1%
Woodland	1%	Tarmac/paths/roads	40%
Conservation or wildlife area	0%	Flower/vegetable beds	1%
Water or wetland area	0%	Seating area	1%
Activity play area	5%	Other	11%
What proportion (percentage) of the school boundaries are.....?			
Hedges and trees 0%	Wire or railing 100%	Open 0%	
Does the school recycle garden or fruit/vegetable waste in a composter or wormery?			Never
Do you ever hold lessons or part of lessons outside?			Yes
Have pupils looked into the heritage of the school grounds?			No
Any further comments on school grounds:			

GLOBAL PERSPECTIVES

<p>Do pupils consider how actions taken within the school affect people and the environment locally and globally?</p> <p>If so, please give examples:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 30%;">Local Action</th> <th style="width: 30%;">Local Effect</th> <th style="width: 40%;">Global Effect</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Local Action	Local Effect	Global Effect										No
Local Action	Local Effect	Global Effect											
<p>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?</p> <p>If so, please give examples:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 60%;">Eco-Schools topic</th> <th style="width: 40%;">Location(s) looked at</th> </tr> </thead> <tbody> <tr> <td>Water</td> <td>Egypt</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	Eco-Schools topic	Location(s) looked at	Water	Egypt							Yes		
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Water	Egypt												
<p>Are the opportunities for considering global environmental issues maximised through the curriculum?</p>	No												
<p>Has the school made use of materials from other organisations to help with this topic?</p>	No												
<p>Have the pupils considered other issues, such as</p> <p>Human rights and ethics?</p> <p>Fair Trade?</p> <p>Conflict Resolution?</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>												
<p>Any further comments on global issues:</p> 													

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>Healthy Living Growing your own vegetables Bike it assembly Virtual bike ride in bike to school month Designing the school wildlife area New playtime toys Recycling</p>	<p>Yes</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>Although none recently</p>	<p>Yes</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>No</p>