

ENVIRONMENTAL REVIEW OCTOBER 2010 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><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Steve Pennington _____</p>
<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><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Majority _____</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><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>All _____</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><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>_____</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><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>_____</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><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>_____</p>
<p>Are lights and electrical items turned off when not in use?</p> <p>Classroom Monitors now appointed</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> 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><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>Any further comments on energy:</p> <p>We have had a survey of our climate footprint carried out and we are comparing our energy usage against similar schools using the benchmarking website.</p>	

LITTER

<p>How serious is the problem of rubbish/litter in the school grounds?</p> <p>Very serious, the place is a mess most of the time</p> <p>Not too bad, but could be improved</p> <p>The grounds are more or less litter free</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>
<p>Does your school have a clear anti-litter policy?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Are there litter bins inside the school buildings?</p> <p>How many of these are:</p> <p>Full – overflowing</p> <p>About half full</p> <p>Less than a quarter full</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>14 _____</p> <p>_____</p> <p>_____</p>
<p>Are there any areas inside the school buildings that are littered where there are no bins?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Are there enough litter bins in the school's grounds?</p> <p>How many of these are:</p> <p>Full – overflowing</p> <p>About half full</p> <p>Less than a quarter full</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>_____</p> <p>15 _____</p> <p>_____</p>
<p>Are there any areas in the school grounds that are littered where there are no bins?</p> <p>Field</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Are litter bins generally:</p> <p>Big enough</p> <p>Correct design (holding in litter when windy)</p> <p>Clean</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Any further comments on litter bins / location of litter:</p> <p>We have a rolling programme replacing plastic bins with fire retardant ones.</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>No, there seems to be little control Yes, but control is not very tight Yes, control of these materials is very strict</p>	<p><input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/></p>
<p>Does the school buy stationery products (paper, pencils, pens etc.) made from recycled content?</p>	<p><input type="checkbox"/> Yes (where possible) <input checked="" type="checkbox"/> Sometimes <input type="checkbox"/> No</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 Some printer paper Paper hand towels</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> Some <input type="checkbox"/> No</p>
<p>Does the school recycle any of the following items of school waste?</p> <p><input checked="" type="checkbox"/> paper <input checked="" type="checkbox"/> cardboard <input type="checkbox"/> plastic <input checked="" type="checkbox"/> inkjet cartridges <input type="checkbox"/> vending machine cups <input checked="" type="checkbox"/> other</p> <p>Please describe other materials recycled Some of our trees had to be chopped down to make way for our new school building. The wood from these trees has been recycled as chippings on the fields, stepping stones in the habitat area and used in Design & Technology for projects including bird boxes for our new school Habitat area.</p>	
<p>What proportion of school food waste is composted?</p> <p>We do not have the facilities in this school to recycle food however there will be composting facilities in our new school.</p>	<p><input checked="" type="checkbox"/> None <input type="checkbox"/> 1% – 25% <input type="checkbox"/> 26% – 50% <input type="checkbox"/> 51% – 75% <input type="checkbox"/> 75% - 100%</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>Mobile Phones Jumble and Table Top Sales</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Does the school encourage reuse of materials, e.g. water bottles?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Does the school have any policies to reduce waste?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>



Any further comments on waste minimisation / recycling:

The visit for our Eco Group to Tameside's Recycling Plant was very successful – photographic evidence available.

Another visit to be arranged in 2011.

WATER

Is there a water meter to record water use in school?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Is the meter easily visible to pupils?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Are pupils involved in taking and displaying readings?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Are the toilets designed to reduce water loss e.g. low-volume flush, flush on demand urinals etc.? Newly refurbished toilets have been fitted with low-volume flush	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If YES, then how many of the toilets are fitted with such devices? (list, or state All)	50% _____
Are hand-basin taps of the push-on or self-stopping type?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If YES, then how many? (list, or state All)	50% _____
Are taps left running?	<input type="checkbox"/> Always <input checked="" type="checkbox"/> Sometimes <input type="checkbox"/> Never
Are dripping taps and other leaks fixed quickly?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If NO, then approximately how long do repairs take?(circle)	<input type="checkbox"/> 2 – 3 days <input type="checkbox"/> 4 – 7 days <input type="checkbox"/> more than 7 days
How often does the school run water-saving campaigns?	<input type="checkbox"/> Regularly <input checked="" type="checkbox"/> Occasionally <input type="checkbox"/> Never
Any further comments on water: We intend to focus on water as part of our next updated Action Plan.	

TRANSPORT

Do you monitor how pupils travel to school?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, how many pupils use the following transport to or from school – note total count of pupils 870		
<input type="checkbox"/> walk <input type="checkbox"/> bus <input type="checkbox"/> Cycle		
<input type="checkbox"/> share a taxi <input type="checkbox"/> share a car <input type="checkbox"/> travel as a single passenger in car		
Has this data been mapped? See Travel Plan for data	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the school have dry and secure cycle storage? Plans afoot to purchase new cycle storage which will be sufficient for all users – this will be put in place in our new school If Yes, is there sufficient space for all users?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does the school offer cycle instruction? We will be offering this service as part of our Eco Project If Yes, does it include on-road training? If Yes, does it meet the national standard	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does the school have a network of 'safe routes' to walk or cycle?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does the school have any of the following: Walking bus scheme Cycle train Park and stride Other similar scheme	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does the school organise regular 'walk to school' or 'cycle to school' events?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Do any of the school transport vehicles (buses, taxis etc.) run on alternative fuels such as electricity, land-fill gas or vegetable-derived oils?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does the school have a school travel plan?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the school have a pedestrian and cycle entrance that is separate from vehicle access?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Any further comments on transport:		

HEALTHY LIVING

Does the school provide and promote healthier food at break times and lunchtimes?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the school include education on healthier eating and basic food safety practice in the taught curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Is there a system for monitoring whether children eat a balanced lunchtime diet over the week?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the school have drinking water easily available throughout the day?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Is there a whole school approach to the promotion of physical activity?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the school offer all pupils a minimum of 2 hours physical activity a week within and outside the National Curriculum?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the school have a no-smoking policy for staff?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, is this followed by all staff including carers, parents and staff?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Can classroom and other windows be opened to improve ventilation?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Are there green plants growing in pots in any classrooms?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, in which classrooms? Science, English, Art		
Which of the following are commonly used by teachers? <input type="checkbox"/> chalk <input type="checkbox"/> water based markers <input checked="" type="checkbox"/> interactive whiteboard <input type="checkbox"/> solvent based markers <input checked="" type="checkbox"/> a mixture		
Does the school use environmentally friendly cleaning products?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Do the school toilets have: <input checked="" type="checkbox"/> Locks <input checked="" type="checkbox"/> Toilet paper <input checked="" type="checkbox"/> Sanitary disposal facilities <input checked="" type="checkbox"/> Hot water <input checked="" type="checkbox"/> Paper towels <input type="checkbox"/> Sanitary product dispensers		
Any further comments on healthy living: Hyde Technology School was the first secondary school in Tameside to achieve the National Healthy School Status – it was achieved in July 2006 for a fixed three year period and this was achieved again in July 2010.		

BIODIVERSITY

Do the school grounds staff use chemical pesticides and herbicides?	<input type="checkbox"/> Often <input type="checkbox"/> Occasionally <input checked="" type="checkbox"/> Never												
Does the school have any plants in containers, pots or beds in the school grounds?	<input type="checkbox"/> Yes, lots <input checked="" type="checkbox"/> Yes, some <input type="checkbox"/> No												
Does the school have a wildlife, or conservation area?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No												
If Yes, is the area protected by fences or school rules, or both?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No												
Does the school maintain any of the following? <table style="width: 100%; margin-top: 5px;"> <tr> <td><input type="checkbox"/> Bat boxes</td> <td><input checked="" type="checkbox"/> Bird boxes</td> <td><input checked="" type="checkbox"/> Bird feeders</td> </tr> <tr> <td><input checked="" type="checkbox"/> Bird baths</td> <td><input checked="" type="checkbox"/> Woodland area</td> <td><input type="checkbox"/> Pond</td> </tr> <tr> <td><input type="checkbox"/> Squirrel feeders</td> <td><input checked="" type="checkbox"/> Butterfly-friendly plants</td> <td><input checked="" type="checkbox"/> Log piles for invertebrates</td> </tr> <tr> <td><input checked="" type="checkbox"/> Species records</td> <td></td> <td></td> </tr> </table>		<input type="checkbox"/> Bat boxes	<input checked="" type="checkbox"/> Bird boxes	<input checked="" type="checkbox"/> Bird feeders	<input checked="" type="checkbox"/> Bird baths	<input checked="" type="checkbox"/> Woodland area	<input type="checkbox"/> Pond	<input type="checkbox"/> Squirrel feeders	<input checked="" type="checkbox"/> Butterfly-friendly plants	<input checked="" type="checkbox"/> Log piles for invertebrates	<input checked="" type="checkbox"/> Species records		
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<input checked="" type="checkbox"/> Species records													
If any of the above are ticked Yes, are pupils involved in looking after them ?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No												
Does the school have links with any local or national environmental organisations?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No												
If Yes, then with whom? (list)													
Any further comments on biodiversity: <p style="color: green; margin-top: 10px;">In July 2007 students in our Technology classes made bird boxes for Hyde Park – see newspaper article</p> <p style="color: green; margin-top: 5px;">We are currently making bird boxes to place in our new Habitat Area.</p>													

SCHOOL GROUNDS

What proportion (percentage) of the school's grounds are?	
Grass playing field, short grass	<u>30%</u>
Woodland	<u>2%</u>
Conservation or wildlife area	<u>-</u>
Water or wetland area	<u>-</u>
Activity play area	<u>25%</u>
_____	_____
_____	_____
Long grass	<u>-</u>
Tarmac/paths/roads	<u>15%</u>
Flower/vegetable beds	<u>-</u>
Seating area	<u>10%</u>
Other	<u>18%</u>
_____	_____
_____	_____
What proportion (percentage) of the school boundaries are.....?	
Hedges and trees _____	Wire or railing <u>100%</u> Open _____
Does the school recycle garden or fruit/vegetable waste in a composter or wormery?	<input type="checkbox"/> Always <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely <input checked="" type="checkbox"/> Never
Do you ever hold lessons or part of lessons outside?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Have pupils looked into the heritage of the school grounds?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Any further comments on school grounds:	
<p>We have worked closely with the Landscape Architect for our new school grounds. Students attended workshops to design the new Habitat area which is part of the plans. Other requests have been included in the overall landscaping plans.</p>	

GLOBAL PERSPECTIVE

<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" data-bbox="151 577 1118 837"> <thead> <tr> <th>Local Action</th> <th>Local Effect</th> <th>Global Effect</th> </tr> </thead> <tbody> <tr> <td>Litter Picking</td> <td>Cleaner area</td> <td>Less litter</td> </tr> <tr> <td>Bird Boxes in the Park</td> <td>Wildlife</td> <td>Wildlife</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Local Action	Local Effect	Global Effect	Litter Picking	Cleaner area	Less litter	Bird Boxes in the Park	Wildlife	Wildlife				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Local Action	Local Effect	Global Effect											
Litter Picking	Cleaner area	Less litter											
Bird Boxes in the Park	Wildlife	Wildlife											
<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" data-bbox="151 1021 1112 1615"> <thead> <tr> <th>Eco-Schools topic</th> <th>Location(s) looked at</th> </tr> </thead> <tbody> <tr> <td>Raise funds for Missionary Ventures – representative came to assembly to receive the cheque and present certificates to students</td> <td>Zambia</td> </tr> <tr> <td>Students and staff arranged and starred in a concert to raise funds for the Red Cross Haiti appeal</td> <td>Haiti</td> </tr> <tr> <td>Christmas Shoe Box Appeal raised 76 boxes (the most in the area) – Operation Christmas Child</td> <td>Africa, Eastern Europe and Central Asia</td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Eco-Schools topic	Location(s) looked at	Raise funds for Missionary Ventures – representative came to assembly to receive the cheque and present certificates to students	Zambia	Students and staff arranged and starred in a concert to raise funds for the Red Cross Haiti appeal	Haiti	Christmas Shoe Box Appeal raised 76 boxes (the most in the area) – Operation Christmas Child	Africa, Eastern Europe and Central Asia			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
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<p>Are the opportunities for considering global environmental issues maximised through the curriculum?</p> <p>Has the school made use of materials from other organisations to help with this topic?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> 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>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No												



<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>Energy Litter Waste/Recycling Water Healthy Living Biodiversity Global Perspectives</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</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>Making of bird boxes for Hyde Park and our new school Work with Landscape Architect D& T Project to design and make 'Green Car'</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</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><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>

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

<p>Energy</p> <ul style="list-style-type: none"> • In order to raise awareness we could involve students in reading meters and use graphs to display meter reading and usage on the Eco noticeboard • Investigate cost of low energy light bulbs • Raise staff and student awareness and encourage them to switch off lights, electrical items and computers/monitors
<p>Litter</p> <ul style="list-style-type: none"> • Eco group students could research types litter bins for the new school.
<p>Waste Minimisation / Recycling</p> <ul style="list-style-type: none"> • Paper recycling – use Blue Bins provided • Speak to Catering Manager re Compost • Continue with mobile phone recycling scheme • Look at devising a policy to reduce waste • Investigate company to recycle cardboard • Parents letter on website
<p>Water</p> <ul style="list-style-type: none"> • Continue to involve students in meter readings and display meter readings and usage on display board using graphs and charts • Assembly on saving water
<p>Transport</p> <ul style="list-style-type: none"> • Revisit school travel plan to address any recommendations • Provide cycling instruction for students • Provide lockable, covered shelter for bicycles in the new school grounds

Healthy Living

- Catering Manager menus are prepared considering nutritional values

Biodiversity

- Continue phone recycling scheme
- Investigate links to national environmental agencies

School Grounds

- Speak to Catering Manager re recycling fruit/veg in compost
- Speak to Humanities Department and update notice board displaying heritage of grounds

Global Perspective

We need to ascertain what is being taught in the curriculum – we will carry out an audit in the Spring Term 2011.

Pupil Participation

- Assemblies
- Meter Reading
- Displays
- Curriculum – speak to HODs
- Continue with Eco Team meetings
- Recruit new intake in Year 7 – advertise in Year 7 magazine December 2010
- Trips/Visits