

School Environmental Assessment.

Introduction

This Environmental Assessment has been designed to audit the school based on different environmental measures such as energy usage, biodiversity, transport, and water usage. This is for learners to identify the positive actions that the school is already doing for the environment, whilst also identifying areas where the school could improve.

Instructions

Start by reading through the questions – some you will be able to answer sat at your desk, some will require you to take a walk around the school, and some will require you to ask your teacher.

Tick 'Yes' if your school does have this in place and tick 'No' if your school doesn't.

YES = 1 point

NO = 0 points

Add any of the questions you tick 'No' for into the 'Actions/Comment's' and try to think of ways you can change it to a 'Yes'.

Once you have finished your audit, calculate how many points your school has and write it in the 'total points' section at the bottom of the document. Points mean progress; more points mean your school is already taking positive action. Scores of zero highlight areas your school can improve.

Finally, at the bottom of the document there are two sections 'What Went Well' and 'Even Better If'. Fill these boxes in with at least one action from each section. E.g. 'Use labels which promote which equipment can be turned off when not in use'.

School Environmental Assessment

Energy Questions	Yes	No
Do you see any information about energy savings around the school?		
Are windows and doors always kept shut when the heating is on?		
Are the radiators free from obstructions?		
Are reflector panels fitted behind the radiators? (metal reflective foil behind radiator)		
Does the classroom have a thermostat and is it set correctly? (e.g. normal teaching areas 18°C)		
Are windows clean to allow natural light in?		
Are lights turned off in rooms that no one is using?		
Are lights turned off as soon as there is enough daylight to light the room?		
Is equipment shut down when not in use? (e.g. computers, monitors, printers, projectors)		
Are there labels next to equipment promoting shut down when not in use? (e.g. computers, monitors, printers, projectors)		
Is there someone responsible for monitoring energy consumption in your school? (looking at how much energy is being used day to day)		
Do students know how to take energy readings?		
Does your school have any renewable energy sources? (e.g. wind turbines, solar panels.) If no, please skip the next question		
Is there information available about how much renewable energy is being generated (e.g. energy meter)?		
Is everyone aware of how saving energy can help the planet and save money?		

Actions/ Comments:

Transport Questions	Yes	No
Do students walk, cycle, or get the bus to school?		
Is there somewhere to store bikes/scooters?		
Is the surrounding area of the school safe for pedestrians and cyclists? (e.g. is there streetlighting, pedestrian crossing, cycle lanes, lollipop attendant?)		
Does the school have a travel plan?		
Does the school partake in any active travel campaign? (e.g. Walk to School Wednesday, Cycle Bus)		
Does your school have an 'active travel' champion?		

Actions/ Comments:

Water Questions	Yes	No
Does your school have water saving devices? (e.g. push taps, low-volume flush toilets, urinal flush only on request)		
Does the school have a water butt to collect rainwater? (to water plants)		
Is rainwater collected and used for anything else in the school? (e.g. flushing toilets, adding to pond levels)		
Do students have access to the water meter and know how to read it?		

Actions/ Comments:

Biodiversity Questions	Yes	No
Does your school have a specific nature area?		
Does your school have trees/hedgerows?		
Are these trees/hedgerows grown to help nature? (e.g. grow wild)		
Do you use the outdoors for lessons?		
Does your school have a pond/marshy area?		
If so, is the pond accessible for wildlife?		
Does your school provide any other measures which help wildlife? (e.g. bird baths, long grass, wildlife boxes, orchard, bug hotel, pollinator friendly plants, wildlife feeders etc.)		
Does your school record the different types of plants/animals that are found on the school grounds?		
Have you limited the number of herbicides/pesticides on your school grounds?		
Do you grow vegetables and/or flowers?		
Do you have nesting Swifts and/or House Martins, or do you hear or see them on the school grounds? (click here to find what they look like)		

Actions/ Comments:

Total Points

What went well?